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EXCHANGE PROGRAMS FOR THE 1967 FISCAL YEAR (FY), CARRIED OUT BY THE STATE DEPARTMENT BETWEEN THE UNITED STATES AND SOME 135 COUNTRIES AND TERRITORIES, ARE DESCRIBED IN THIS REPORT. THE ASSISTANCE OF OTHER GOVERNMENT AGENCIES, PRIVATE ORGANIZATIONS, INSTITUTIONS, AND SPECIALLY APPOINTED BOARDS AND ADVISORY COMMISSIONS IS REFERRED TO IN DESCRIPTIONS. THE REPORT DISCUSSES MIGRATION OF TALENT, WORK WITH INTERNATIONAL ORGANIZATIONS, AND BUDGETING, AND DESCRIBES SPECIAL EXCHANGE PROGRAMS INVOLVING EDUCATION, THE ARTS, SPORTS, DIFFERENT AGE GROUPS, AND DIFFERENT COUNTRIES. TABLES AT THE END OF THE REPORT COVER SUCH TOPICS AS DISTRIBUTION OF GRANTEES IN THE UNITED STATES, TOTAL PROGRAM PARTICIPANTS FOR FY 1967, AND EXPENDITURES BY COUNTRY. INCLUDED IN THE APPENDIXES ARE ART GROUPS AND ATHLETIC TEAMS SENT ABROAD IN FY 1967, COOPERATING EDUCATIONAL INSTITUTIONS AND AGENCIES, AND A NATIONAL POLICY STATEMENT ON INTERNATIONAL BOOK AND LIBRARY ACTIVITIES. THIS DOCUMENT IS AVAILABLE FOR $0.40 FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (AF)

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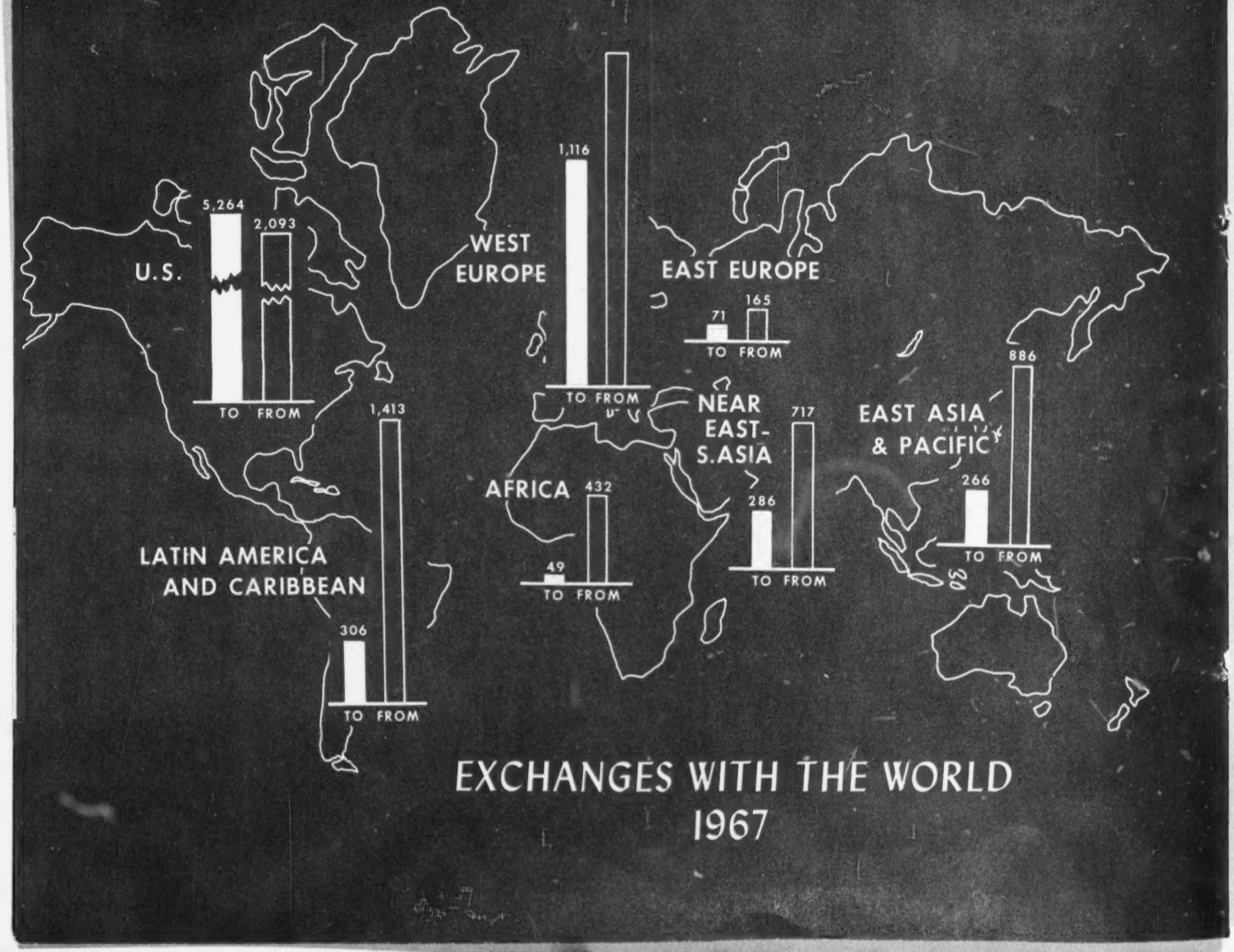
INTERNATIONAL EXCHANGE 1967

THE BUREAU OF EDUCATIONAL AND CULTURAL AFFAIRS

DEPARTMENT OF STATE



EXCHANGES WITH THE WORLD
1967

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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INTERNATIONAL EXCHANGE - 1967

A REPORT
OF THE BUREAU OF EDUCATIONAL
AND CULTURAL AFFAIRS
DEPARTMENT OF STATE

FL 000 899

American exchange teacher Mrs. Ruthie McIntyre, of the Indianapolis School System, working in a primary school in Manchester, England

CONTENTS

PAGE

FY 1967: HIGHLIGHTS OF THE YEAR 2
Exchange of Persons 2
Coordination With Other U.S. Agencies 5
Book and Library Programs Overseas 5
Migration of Talent and Skills 7
Stimulating Communication Between Scholars . . 9
Working With International Organizations 9
The 1967 Budget 11
Development of the Planning, Programming and Budgeting System 11
A PROFILE OF THE EXCHANGE PROGRAM 12
SOME DISTINGUISHED VISITORS TO THE UNITED STATES . 14
SPECIAL PROGRAMS 16
Exchanges in the Arts 16
Exchanges in Sports 18
A New Program—Volunteers to America 19
American-Sponsored Schools Abroad 19
The East-West Center 21
The American Specialist Program 21
Projects for Special Groups 22
Teen-Age Exchanges 23
Services to "Non-Sponsored" Students 23
Receiving Visitors to the United States 24
HOW THE EXCHANGE PROGRAM WORKS 26
EXCHANGES BY AREA 31

PAGE

TABLES
1. Exchanges With Each Country 42
2. Fields of Interest by Geographic Area 46
3. Distribution of Grantees in the United States . . 48
4. Total Participants in the Program, 1967 48
5. Total Funds Obligated, Fiscal Years 1963–67 . 49
6. Sources of Funds, Fiscal Years 1966 and 1967 . 49
7. Women Grantees 49
8. Expenditures by Country 50
9. Countries With Cost-Sharing Agreements 50

APPENDICES 51

*1967: Highlights of the Year . . .

IN 1967 EDUCATIONAL and cultural exchange began its third decade as a world-wide government program. During these 21 years not only the exchange program itself but the very concept of exchange has come of age. Exchange today is not seen merely as a means for mutual understanding, but as a necessity in the contemporary world. International communication—between U.S. and foreign leaders and scholars, between scientists, students and teachers—has become a vital part of learning and of intellectual and cultural growth. Representing each country and its people at their best, exchange is now an inescapable requirement for any fruitful relationship between nations.

Yet exchange is by no means solely a government activity. It encompasses efforts by private American organizations, schools, universities and local communities, and has become the lively concern of private citizens. For them, exchange is a touchstone to the world, a means of personal access to other nations and peoples, a reassurance that lines remain open to discover and discuss common human problems.

The role of the Bureau of Educational and Cultural Affairs in 1967 has reflected this growing importance of exchange in U.S. relations with other countries, and the growing scope and diversity of public and private exchange activities. In addition to conducting its own exchange program, its primary responsibility has been to maintain an overview of all exchange public and private, and to serve as a focal point in government for guidance and initiative on all international educational and cultural activities.

EXCHANGE OF PERSONS

THE PRINCIPAL ACTIVITY in 1967, as in previous years, was the exchange of students, teachers, professors and research scholars, and of distinguished leaders in public and cultural life, between the United States and 135 countries and territories of the world. With the 20-year foundation already laid for exchange, the primary tasks of 1967 were to strengthen the quality, character and composition of the program and to set new directions for its coming years.

The reopening of exchange with Indonesia, after a break of nearly two years, was a significant event of the past year, although the first exchanges, made in November 1966, were of a necessarily limited character.

The Middle East crisis, coming near the end of the fiscal and academic year, required a quick readjustment of the exchange program in those countries which broke diplomatic relations with the United States. About 60 American grantees in the area were evacuated with their families and returned home, since their assignments were virtually completed. A few were reassigned elsewhere, largely to Europe and the Far East. All new exchanges in those countries which had severed diplomatic relations were suspended for the 1967–68 academic year, and grantees already scheduled for the area had also to be reassigned. Special arrangements were made to help Middle-East student grantees in the United States to complete their studies here if they wished to do so.

In all, during the year under review, 7,378 new grantees* went to or from the United States—a number 10% below the level of the preceding year.

Appropriately for the opening year of a new decade of exchange, 1967 saw the introduction of some new directions for the program's future course. These new directions were the outgrowth of several trends and important discussions of recent years among the American educational community and other agencies, public and private, which conduct international educational and cultural activities.

*1967 as used throughout this report indicates the 1967 fiscal year, July 1, 1966 through June 30, 1967.

*3,407 grantees, already in the United States under programs of the preceding year, had their grants extended or renewed during this period, making a total of 10,785 participants in the total exchange program for 1967.

Focusing particular attention on the future character of exchange was the Symposium on "Diversity and Interdependence Through International Education", which commemorated the 20th anniversary of the educational exchange program. The Symposium, held at Columbia University in September 1966, was sponsored by the Board of Foreign Scholarships*.

The distinguished U.S. and foreign scholars at this Symposium made clear their view that the setting in which the educational exchange program began in 1946 had greatly changed, and that the program itself should have, in addition to its long-honored goal of increasing mutual understanding, some new directions and emphases.

During the past year three specific "new directions" were singled out: first, to point more exchange toward an "interlacing" of educational systems, that is, toward establishing long-term relationships between academic leaders and institutions here and abroad; second, to stimulate and facilitate broader and more systematic communications between intellectuals and scholars; third, to cooperate with other countries, especially those in the process of development, in strengthening their educational systems and institutions, at the same time as we promote international education in the United States.

Long-Range Planning Teams

The distinct innovation of this past year—the experimental introduction of long-range planning of educational exchange with selected countries—was a result of these new initiatives. Beginning in late 1966 separate teams of distinguished American scholars and educators joined with counterparts in five countries: Brazil, Peru, Finland, Yugoslavia and Thailand. Three teams had made their reports by the end of the fiscal year; reports for Brazil and Peru were in process of completion.

The planning teams are an experiment in an overall effort to bring the American and foreign academic communities more

*Three private organizations—the Edward W. Hazen Foundation, the S. C. Johnson Foundation, and Education and World Affairs—acted as co-sponsors. A volume based on the Symposium, presenting its addresses, papers and discussions under the title "Diversity and Interdependence through International Education", was published for the Board of Foreign Scholarships by Education and World Affairs in December 1967.

SUMMARY OF SIGNIFICANT EVENTS FY 1967

- **exchange of 7,378 new grantees on State Department awards, between the United States and 135 countries and territories of the world. Roughly 30% of the grantees were from the United States and 70% from abroad. The total is 10% below the number of new grantees in 1966.**
- **a strongly stepped-up effort to coordinate programs of educational, cultural and scientific exchange carried out by other government agencies, by means of joint planning of resources and facilities and development of common guidelines.**
- **development of a national policy, issued by the President in January 1967, to increase the availability of books and improve libraries abroad, particularly in the developing countries, through closer coordination of government and private programs.**
- **completion of the first government-wide study on the migration of talent and skills to the United States to secure basic facts on the so-called "brain drain", clarify the U.S. position, and suggest remedial measures.**
- **initiation of long-range planning for educational exchange with selected countries abroad. Teams of American scholars met with counterpart teams in each of five countries to draw up long-range plans for exchange on a truly binational basis.**
- **introduction of "new directions" for the exchange program which look toward a) establishment of more lasting relationships between U.S. and foreign educational institutions and scholars; b) more effective communication between U.S. and foreign intellectual leaders; c) a concerted effort toward cooperative activity with foreign countries for mutual educational growth.**
- **initiation on a pilot basis of a "Volunteers to America" program, a kind of exchange peace corps, bringing a first group of 64 young people from 12 countries in Africa, Asia and Latin America to serve in U.S. schools and communities.**
- **a stepped-up effort, in cooperation with the American academic community and scholarly associations, to improve the caliber of American exchange grantees.**
- **commemoration of the 20th anniversary of the world-wide academic exchange program by a symposium with distinguished U.S. and foreign scholars, in September 1966 at Columbia University.**

A distinguished symposium at Columbia University, September 1966, under auspices of the Board of Foreign Scholarships, commemorated the 20th anniversary of the world-wide exchange program authorized by Congress in 1946. Dr. John Hope Franklin, Board chairman, presides

fully into the planning of exchange programs. The intent is to achieve a closer identification of common educational interests, and build long-term associations with U.S. and foreign scholars and scholarly institutions.

Each of the U.S. pilot planning teams this year was composed of four to five academicians of recognized standing in major fields of study and, as far as possible, with a knowledge of the country concerned. Members were from the American scholarly and professional community, and chosen with approval of the Board of Foreign Scholarships.

Together with its counterpart team abroad selected by the local binational commission, each U.S. team visited schools, universities and advanced institutions of the country, and conferred with educational leaders on the local needs for educational development and on mutual interests in research and study opportunities.

Proposals made by the teams for strengthening academic exchange activities are being followed up by recurrent consultations in the United States with team members and relevant specialists and institutions, and reviewed by the relevant binational commission overseas and the Board of Foreign Scholarships.

To complete the experiment, additional teams are to be sent out beyond those which in 1967 made their planning visits. Other means of bringing the American academic community more closely into the planning of educational exchange are also being developed.

Improving Grantee Quality

A fresh attack was made in 1967 in the continuing effort to assure participation of the highest possible caliber of scholars in the exchange program.

The problem of quality is particularly important in the case of American lecturers for the developing countries. American lecturers are in special demand and hence in short supply for all foreign assignments. In addition to the exchange program, many private organizations and other government overseas agencies are also recruiting lecturers for developing countries and, in some cases, can offer financial benefits, such as full travel costs for dependents, which the exchange program cannot match.

The Conference Board of Associated Research Councils, which assists in the selecting of university lecturer grantees, has for some time conducted studies at the request of the Department on improving selection, recruitment and quality. In 1967 some of these efforts

began to bear fruit. The Conference Board reported this year that the quality of applicants for lecturer grants has shown improvement for the first time in several years, and that the upturn appears to be continuing. It also reported a record number of applications for 1967–68, an essential factor, of course, in assuring a final choice of quality grantees.

This past year the Assistant Secretary for Educational and Cultural Affairs, for the first time, met with the heads of the screening committees of the Conference Board to discuss proposals for more active recruitment of lecturers, particularly the use of more flexible short-term assignments, that would permit more well-qualified men and women to take part. In a further new effort to move closer to the American scholarly community and to secure their greater assistance in recruiting high-quality candidates, the Assistant Secretary also consulted directly with the scholarly and professional research councils making up the Conference Board.

Also undertaken in 1967 for the first time was the active recruitment of Americans for short-term professional assignments abroad under the American Specialist program, as a means of improving the caliber of these grantees. Now chosen by invitation only, American Specialists in 1967 included such outstanding leaders in their fields as: the Chief Justice and an Associate Justice of the United States Supreme Court, the choral director of the Cleveland Symphony Orchestra, the dean of the Graduate School of Journalism at Columbia University and the president of Harvard University.

COORDINATION WITH OTHER U.S. AGENCY PROGRAMS

Coordination of the overseas educational and cultural programs conducted by some two dozen government agencies has become an increasingly important activity in recent years.

Such coordination is the responsibility of the Department of State and, by delegation, of the Assistant Secretary for Educational and Cultural Affairs. This responsibility is exercised through the interagency Council on International Educational and Cultural Affairs, of which the Assistant Secretary is chairman.

Through the interagency Council this past fiscal year, the Bureau of Educational and Cultural Affairs made a beginning on a government-wide survey of the exchange of scientists which is conducted by many agencies, including such bodies as the National Science Foundation. The Bureau also started a new effort of coordinating its exchange program and objectives with the work of the National Foundation on the Arts and the Humanities, and with the international arts program of the Smithsonian Institution. The major work of the interagency Council during the year under review, however, was directed toward overseas book and library programs, and to examination of the "brain drain".

Book and Library Programs Overseas

The need for books, especially textbooks, is a hunger felt in nearly all developing countries of the world. This past fiscal year the U.S. Government marshalled its forces to make a concerted attempt to satisfy this hunger.

In July 1966 the interagency Council formed a book committee comprising those government agencies which have overseas book and library programs. Its immediate task was to draw up a national policy on international book and library activities, including exchange of educational materials, that would for the first time provide a forceful base not only for coordinated U.S. Government action, but for cooperation with private interests in the field. The interagency group was assisted in preparing this policy statement by the Government Advisory Committee on International Book and Library Programs, a body first appointed by the Secretary of State in 1962 from the U.S. publishing industry to advise the Department, and by consulting with eminent librarians, book publishers and private organizations.

The policy statement*, approved by the President on January 4, 1967, declares that the U.S. Government "is prepared, as a major policy, to give full and vigorous support to a coordinated effort of public and private organizations" to make book and library resources more available overseas, and facilitate the "free and full exchange of ideas, experiences and information" among nations.

The statement was accompanied by a directive to all pertinent government agencies to carry out, in cooperation with the U.S. publishing industry, U.S. libraries and relevant private agencies, the following goals:

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*The full text of the statement is given in the appendix.

- assisting the less advanced countries in the development of textbooks and supplementary reading materials, and of their book publishing and distribution facilities, and development of their libraries, library services and personnel.

- encouraging and supporting increased distribution and exchange of American books abroad, and exchange of foreign books and materials (including journals, reproductions of art, music, and folklore and manuscript collections) with the U.S. libraries.

The responsibility for coordinating U.S. Government book and library programs overseas was assigned by the policy statement to the Assistant Secretary of State for Educational and Cultural Affairs.

Chung Tae-Yun, foreign news editor of the Hankook Ilbo of Seoul, Korea, talks with a journalism student at Indiana University

Credit: *Daily Herald-Tdephone*

Action since issuance of this statement has taken several forms. American Embassies abroad were immediately asked to review their present book and library activities and report what additional activities ought to be undertaken in the light of the policy statement. These reports are now being reviewed on a geographic basis by government and private specialists from each area. When this effort is concluded within the next few months, the U.S. Government is expected to have a more informed basis than ever before for books and library programs in each of the world's major areas.

In part as a response to the statement, in part as a response to the need for overt support to overseas cultural programs involving books, another significant development took place in April 1967, with the encouragement of the interagency Council. A high-level organizing committee sponsored by the National Academy of Sciences was formed to explore the possibility of establishing a non-governmental public-interest "books institute". As originally visualized, the organization would operate on private funds but be able to accept contracts from both government and private agencies, and thus be a focal point for many overseas book programs. Discussions on the exact character and feasibility of such an organization are currently under way.

Passage by Congress in October 1966 of two long-pending pieces of implementing legislation was another significant step forward in facilitating the free flow of information and education materials between the United States and other countries. Both of these UNESCO-sponsored agreements became effective in early 1967.

One was the so-called "Florence Agreement" which would remove unnecessary barriers on the importation of educational, scientific and cultural materials by the United States and other countries. The second, the so-called "Beirut Agreement", provides, on a reciprocal basis, exemptions from import duties and licenses for international shipments for audio-visual materials—educational motion pictures, slides, video tapes, records and the like.

Adherence of the United States to these two agreements is a culmination of many years' activity by U.S. Government and private groups as well as by UNESCO; and of detailed consideration in the United States of the tariff implications of the agreements. Support for the legislation had come from the President in his Smithsonian address in September 1965, from the White House Conference on

Barbara J. Tarbuck of Detroit and Frank Melton of South Carolina, "Fulbright" exchange students at a reception given by the US–UK Educational Commission in London, are enchanted by Princess Margaret

International Cooperation of the same year, and in the President's Message to Congress on International Education in February 1966.

In signing the two agreements, the President reasserted his belief that "knowledge has no national boundaries and that the instruments of learning should be fully and freely accessible to all".

The United States also ratified two UNESCO-sponsored Conventions concerning the international exchange of publications. These provide for the exchange, duty-free, of a wide range of published material, official and unofficial, between non-profit institutions in this country and the rest of the world, between governments, and between governmental bodies and private institutions.

Migration of Talent and Skills to the United States

Are skilled and talented people coming to the United States in numbers which mean a serious loss of talented manpower to countries (especially the developing countries) overseas? Specifically, does educational and cultural exchange result in a "brain drain" from other countries?

These questions became of increasing public and official concern in the year under review, and a leading subject of discussion of the interagency Council.

Since there was very little precise information either here or abroad on the migration of skilled people to the United States, one of the most urgent tasks was to collect and analyze all possible data. The Council, in cooperation with the U.S. Immigration and Naturalization Service, prepared in February 1967 a roundup* of this information, the first government-wide study of its kind ever made in the United States. Although the facts are still incomplete, among the significant findings were:

• that the flow of skilled and talented people to the United States appears to be a delimited problem. Less than 10% of fiscal 1966 immigrants to the United States were professional or skilled people.

• that government exchange programs are not responsible for a "brain drain". Less than 1% of all government-sponsored "exchange visitors"—that is, students, professors, research scholars and other professional people who come on government grants or training programs—adjust their status to remain in the United States. Less than 3% of all such visitors sponsored by either government or private sources remain here. Although "non-sponsored" students—that is, students who come to the United States on their own—are more likely to stay, less than 9% adjust their visa status to that of permanent resident.

• that the most serious part of the "drain" involves the recruitment of trained mature adults—scientists and other profes-

*This analysis, *Some Facts and Figures on the Migration of Talent and Skills,* was published in March 1967 by the interagency Council.

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sionals—by American industry, universities, hospitals and research organizations.

• that the majority (about 70%) of skilled and talented immigrants come from the developed, not the developing, nations.

In the light of these findings, members of the Council recommended that the United States should not place statutory limitations on the freedom of entry of people from other countries, although non-legislative steps should be taken. An appropriate role for the U.S. Government, it was agreed, would be to assist those foreign countries, particularly any developing countries affected, by such means as: helping them to recruit their skilled people here for special job opportunities back at home; helping them develop more careful manpower surveys which would show up job needs and shortages; enlisting the cooperation of U.S. business firms abroad to recruit nationals trained in the United States; and helping educational and research institutions abroad develop sufficiently to make more local research and job opportunities available for talented and skilled nationals. Many Government and private agencies have already begun to move in these directions. Many nations are also beginning to realize that the primary responsibility lies with them for recruiting and retaining their trained nationals.

These findings and views were reported before Congressional committees by the Under Secretary of State for Political Affairs, the Assistant Secretary for Educational and Cultural Affairs, and other officials.

The interagency Council, in a further effort to get precise information, has during the year worked with the Immigration and Naturalization Service to develop plans for annual reporting on the migration to the United States of the skilled and talented, so that for the first time a regular count of such movement can be available. The migration of doctors and other medical people to the United States is a matter of particular examination. In late June the Council asked the U.S. Public Health Service and private medical organizations to help develop criteria and standards for the desirable duration of effective training of foreign medical personnel in the United States.

A private conference of selected economists from both the advanced and developing nations to assess "brain drain" problems was held in August 1967 on the initiative of the U.S. Advisory Commission on International Educational and Cultural Affairs. The University of Connecticut, with a grant from the Department of State, cooperated in funding the conference which was held in Lausanne, Switzerland, under the joint sponsorship of the Centre de Recherches Européennes and the Advisory Commission. One of the conference's main conclusions was that "in a positive sense, the brain drain (from a nation) can be a primary catalyst to stimulate (that) nation to initiate change and self-regeneration and an incentive to modernize" The conference papers are to be published in early 1968.

Dean Rusk meets with some U.S. and Ecuadorean exchange students sponsored by "Project of the Americas", a student-run agency

STIMULATING COMMUNICATION BETWEEN SCHOLARS

IN LARGE PART as a result of the President's speech at the Smithsonian Institution during the preceding year, one of the most important emphases of the Bureau of Educational and Cultural Affairs in the year under review has been on encouraging "meetings to ponder the common problems of mankind", and in general improving communication between intellectual and cultural leaders here and abroad.

Throughout 1967 a particular effort was made to assure American and foreign participation in significant international conferences through the use of exchange grants. One of the most important of these meetings was the distinguished International Congress of Orientalists which met for the first time in the United States in August 1967. The exchange program brought 16 scholars from the Near and Far East to this conference. Also in the summer of 1967 three distinguished Americans were enabled, through American Specialist grants, to take part in the important symposium in Kyoto on "Man and the City". Earlier in 1967 the exchange program enabled five American professors to go to Tunisia for a seminar, believed to be the first of its kind, on "Problems and Prospects of the Mediterranean". During the first half of 1967 planning was also completed for a conference in Beirut in November 1967 on "Sciences and Technology in the Developing Countries". The exchange program selected 10 Americans and an equal number of foreign experts to participate. Such conferences are in addition to the large number of local and regional seminars which have been arranged over the years by the exchange program and local binational commissions and Cultural Affairs Officers in many countries, on such subjects as science teaching, university administration, economic development, international law, and American Studies.

A recent study on the extent of the exchange program's contribution to attendance at international conferences showed that over the two-year period 1964–66 the program had enabled more than 108 individuals (35 Americans and 73 foreign nationals) to attend international meetings. Almost an equal number of requests could not be met. Exchange awards used to support conference attendance are part of the regular grant program and require that the grantee also give lectures and meet with foreign colleagues and students in the country or area of the conference.

The Assistant Secretary of State for Educational and Cultural Affairs met during fiscal year 1967 with American professional and scholarly American organizations to seek their help in determining the non-governmental conferences at which American participation would be desirable, and in finding ways to assure adequate representation by top-level Americans to attend. The discussion showed that American representation in the social sciences and humanities could well be strengthened. A study group, formed under the leadership of the National Academy of Sciences in June of 1967, offered the Department assistance in designating significant conferences and qualified delegates. So far, budget restrictions have not permitted the funds needed by the group to carry out this task.

In early 1967 the interagency Council on International Educational and Cultural Affairs, acting on State Department initiative, stimulated interagency financing of the world list of future international meetings. This list had long been compiled and published by the Library of Congress, and is invaluable as a guide to advance scheduling of important international conferences. Shortage of funds had threatened the Library's ability to keep the list up; interagency financing has now assured its continuance through the 1968 fiscal year.

WORKING WITH INTERNATIONAL ORGANIZATIONS

WHILE MOST OF the work of the Bureau of Educational and Cultural Affairs, notably the exchange program, involves bilateral relations in foreign countries, the Bureau is also involved in multilateral educational and cultural activities.

The United States is a substantial contributor, not only in funds but in time and personnel, to intergovernmental agencies such as UNESCO, which conduct educational and cultural programs on a world-wide or regional scale. The Bureau maintains for the Department of State a continuing liaison with these agencies, gives the Department policy guidance on U.S. participation in them, and helps shape and guide the preparation of their programs.

In the past year, for example, the Bureau helped UNESCO develop its new program in the field of family planning and population, and assisted in the selection of a leading American in the field (Dr. Bernard Berelson, Vice President of the Population Council) to consult with UNESCO on its responsibilities and programs on population. It also helped UNESCO in shaping its new program for the promotion and wider understanding of public international law.

The Bureau helped secure other special advisors and consultants for UNESCO programs, and cooperated with other offices of the State Department in recruiting able Americans for regular professional service in UNESCO. As of July 1967 there were 131 American professionals working in UNESCO and in programs, as compared with 117 a year earlier. A distinguished appointment was that of Dr. Harry Alpert, a Dean of Faculties at the University of Oregon, as Director of the UNESCO Department of Social Sciences. Dr. Alpert began his duties in this new office on July 1, 1967.

At the Bureau's request, the Department initiated during the fiscal year an overall review of U.S. policy toward UNESCO to take into account the great changes which have occurred in the two decades of UNESCO's existence. One of the major UNESCO problems today is striking a balance between UNESCO's traditional function of intellectual cooperation and its newer involvement in economic and social development programs.

The U.S. National Commission for UNESCO, for which the Bureau provides the Secretariat, acts as a link between UNESCO and the American people. Last May the Commission, with Departmental assistance, helped organize in Washington a provocative seminar on the role of UNESCO in the teaching and dissemination of international law. The Commission's film, "The Minds of Men", produced to commemorate the 20th anniversary of UNESCO in the fall of 1966, won an award at the 1967 festival of the Education Film Library Association, and has been widely distributed to college and public libraries in the United States. In 1967 the Commission also produced for public distribution an illustrated brochure on the UNESCO World Art Series now available in large volumes, paperbacks, slides and prints.

In addition to UNESCO-centered activities, during fiscal 1967 the Bureau supported educational programs of other intergovernmental organizations. For example, with Bureau guidance, the U.S. Government lent its support, through SEATO and in consultation with the South-East Asian Ministers of Education Secretariat, to encourage the founding during the year of the Asian Institute of Technology in Bangkok. This will be a major research center in Asia, which will ultimately have 1,200 graduate students and offer research and study opportunities for some 100 faculty and staff members.

When the U.S. Government worked during 1967 with other member countries of the Organization of American States (OAS) toward the strengthening of the Inter-American system, the Bureau concentrated on the educational, scientific and cultural sector, particularly the need for a stronger Inter-American Cultural Council. The Bureau also participated in two U.S. Government interagency working committees in drafting proposals to follow up on new initiatives in education and science taken at the Punta del Este meeting in April 1967 by the American Chiefs of State.

Exchange teacher Patricia Shepherd locates her home town (Adelaide) in Australia for Superintendent Michael Breen of Solana Beach Elementary School, California, where she taught during the year

THE 1967 BUDGET

THE FUNDS AVAILABLE for educational exchange and other activities conducted by the Bureau of Educational and Cultural Affairs in fiscal year 1967 totaled $50.3 million. This included $47.0 million in direct appropriations, plus other funds, chiefly in monies contributed by foreign governments under cost-sharing agreements. A list of the sources of the funds is given in the appendix. The $50.3 million represents a drop of 11% from the total funds available in the preceding fiscal year, which amounted to $56.8 million.

In apportioning the 1967 budget, the major cuts were in the amounts allowed for the presentation of performing arts and artists abroad and for such special educational and cultural projects as the support to overseas institutions for American and foreign studies. In the exchange of persons, while all categories of grants experienced some reduction, "teacher development" and teacher exchange, and "educational travel" grants for young foreign leaders, were particularly reduced.

Development of the Planning, Programming and Budgeting System

In 1967 the Bureau was directed to establish the Planning, Programming and Budgeting System (the so-called "PPBS") which is now being set up on a government-wide basis. The Bureau developed its system early in the reporting year and began trial applications in February and March. The Bureau system focuses on defining long-term program objectives on a country, regional and world-wide basis, and on determining those projects which most effectively further these objectives. The system is designed to provide a bridge between planning, programming and budget procedures and will provide an instrument of management control enabling more effective control and coordination of world-wide programs. The Bureau of Educational and Cultural Affairs has been the first Bureau within the Department of State to implement the directive to develop a Planning, Programming and Budgeting System.

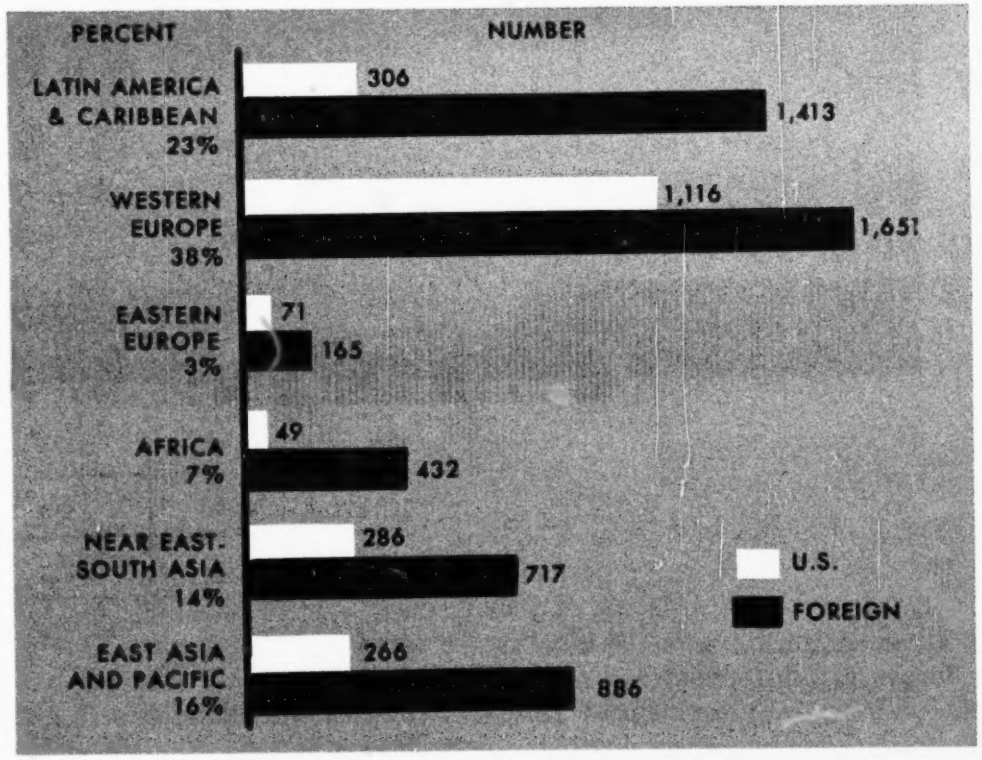
A PROFILE OF THE EXCHANGE PROGRAM . . . . . .

TOTAL GRANTEES*

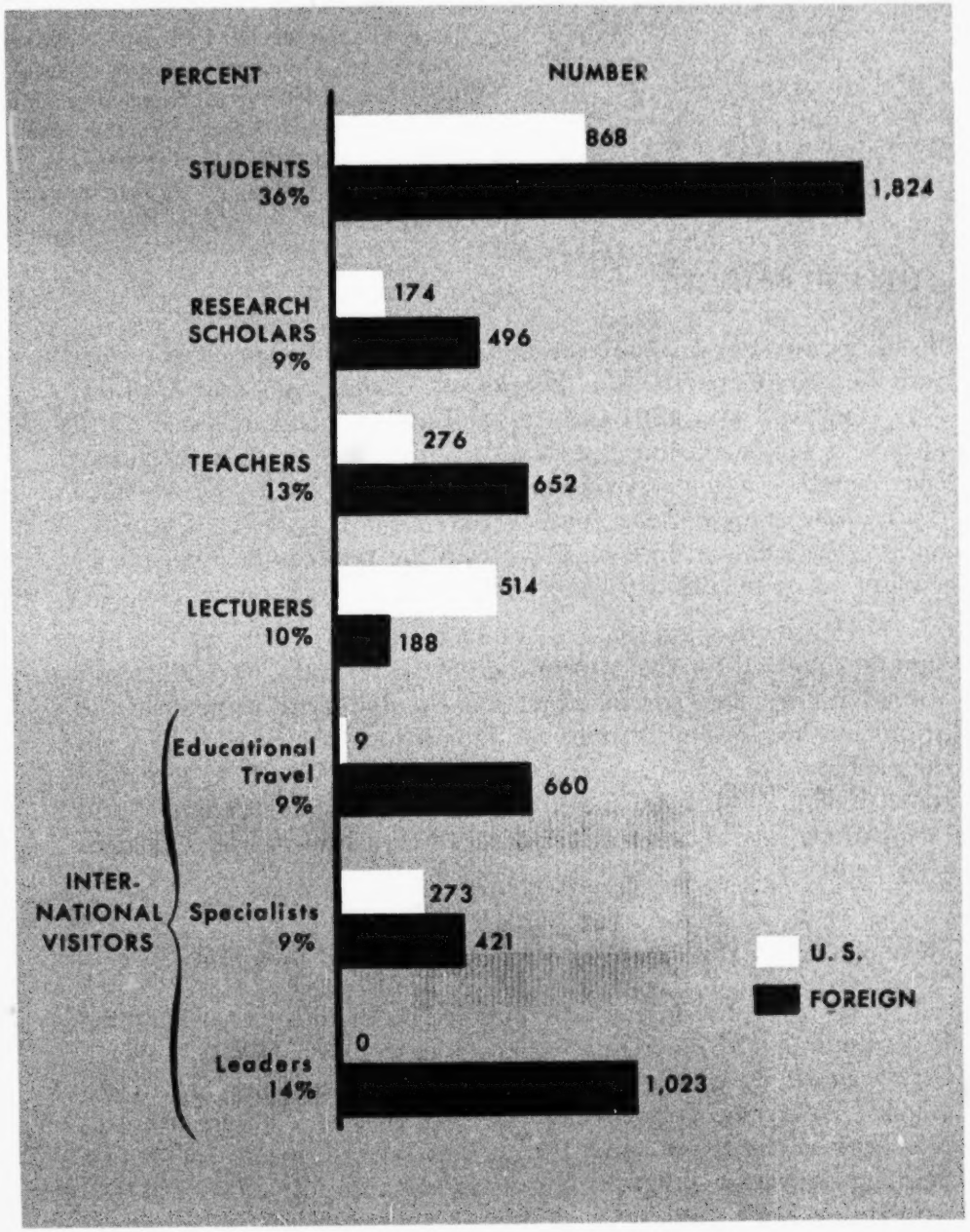
	U. S.	FOREIGN	TOTAL
1949-1967	34,255	84,585	118,840
1967	2,114	5,264	7,378
1966	2,250	5,948	8,198
% CHANGE 1967 OVER 1966	-5%	-12%	-10%

*Arrivals only.

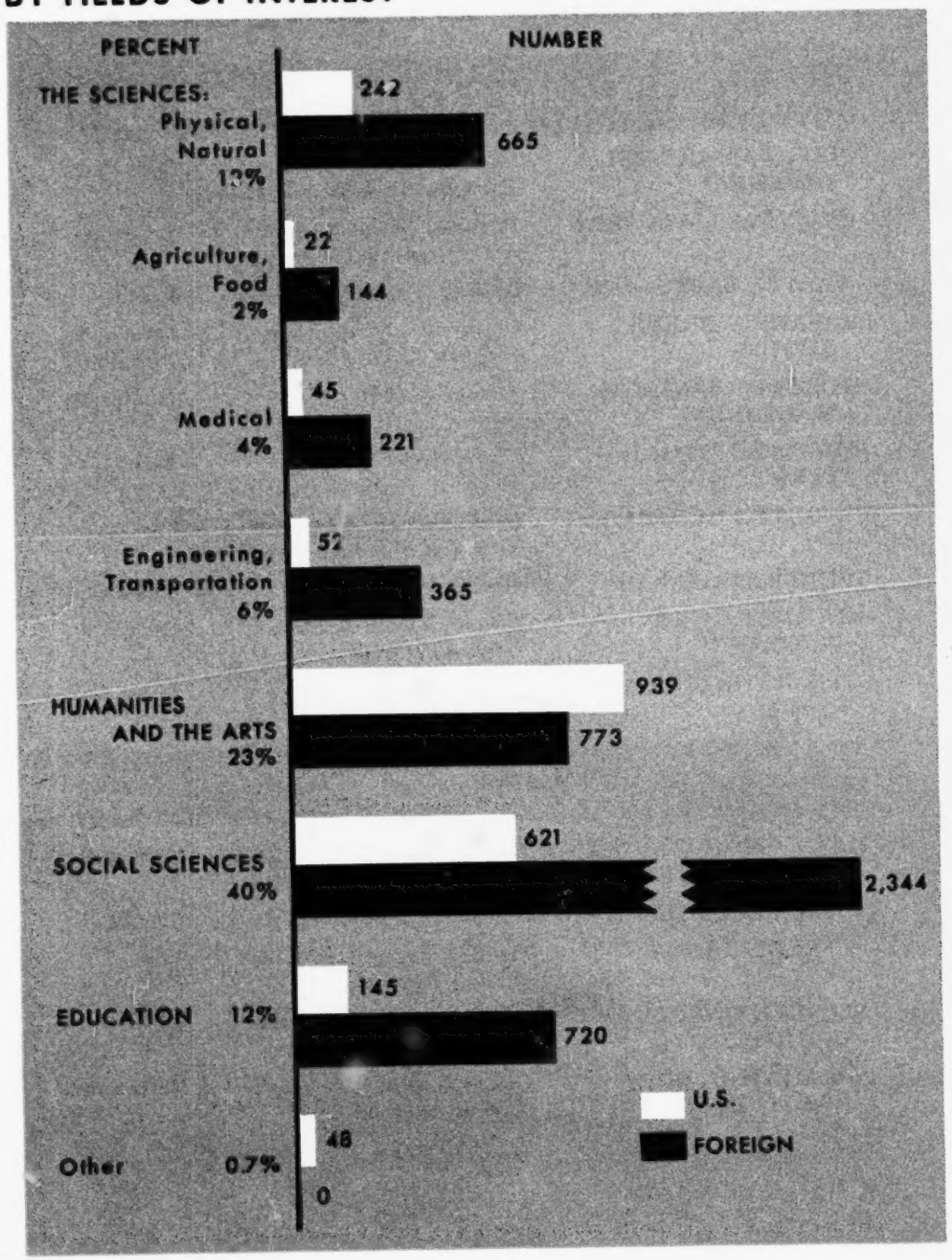
BY AREA



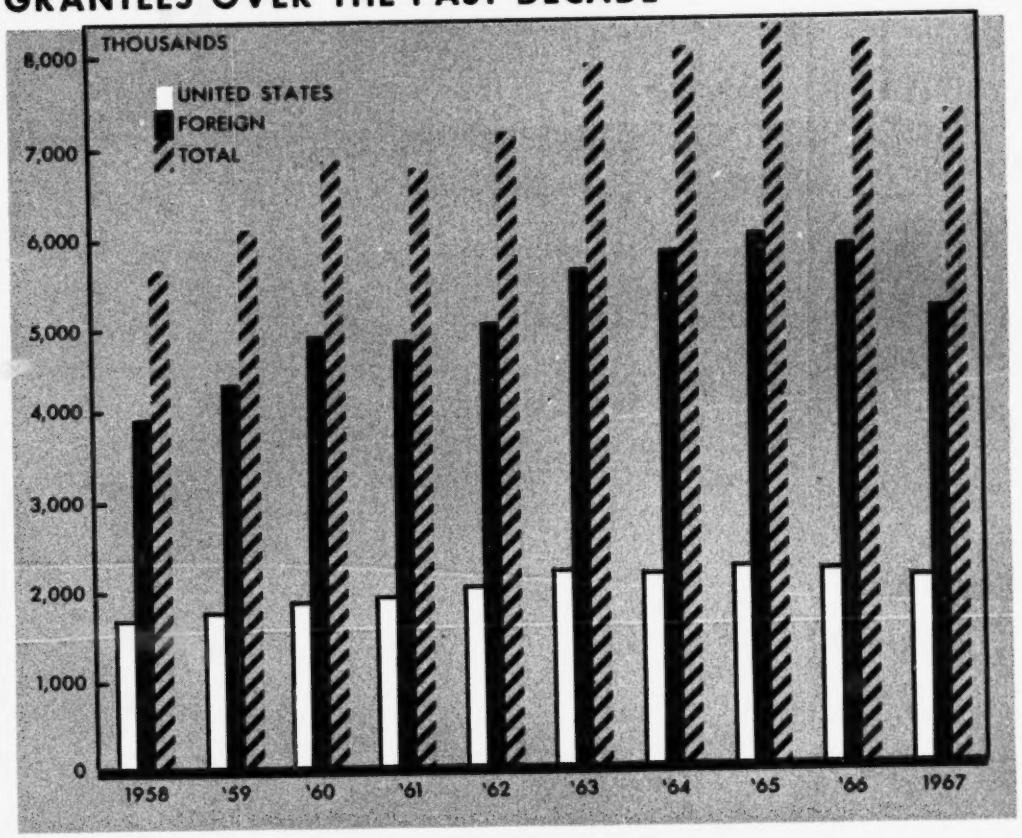
BY CATEGORY OF GRANT



BY FIELDS OF INTEREST



GRANTEES OVER THE PAST DECADE



WOMEN AS % OF ALL GRANTEES

	U. S.	FOREIGN	TOTAL
STUDENTS	39%	15%	26%
TEACHERS	33%	43%	39%
LECTURERS & RESEARCH SCHOLARS	7%	12%	9%
LEADERS AND SPECIALISTS	10%	16%	15%
ALL GRANTEES	24%	21%	22%

Some Distinguished

FROM LATIN AMERICA AND THE CARIBBEAN

PEDRO AMARE DEL CASTILLO	*Chairman, Foreign Relations Committee, Chamber of Deputies*	Venezuela
CRISTINA J. ALVAREZ	*President, Federation of Business and Professional Women*	Argentina
WALTER BARCELLOS	*Governor of Rio Grande do Sul*	Brazil
RAFAEL A. BRENES GURIDI	*Organization Secretary, Social Christian Youth*	Dominican Republic
ROBERTO BARILLAS IZAGUIRRE	*Minister of Labor*	Guatemala
AUGUSTO SENSCH TERRY	*Director General, National Radio*	Peru
ROBERTO GORDILLO	*Head Librarian, Autonomous Technological Institute*	Mexico
WINIFRED GASKIN	*Minister of Education*	Guyana
AUGUSTIN SIRE SINOBAS	*Director, Theater Institute, University of Chile*	Chile
JOSE RAYMUNDO RAMOS	*Chairman, Atomic Energy Commission*	Brazil

FROM EUROPE

HANS ABICH	*Deputy General Manager, Radio Bremen*	Germany
JOHN JAMES DEUTSCH	*Chairman, Economic Council*	Canada
ALFREDO DIANA	*President, National Association of Young Farmers*	Italy
MANUEL GARCIA GARRIDO	*Dean of Law School, University of Santiago de Compostela*	Spain
ABRAHAM F. K. HARTOGH	*Director General, European Cooperation Affairs*	Netherlands

Minister of National Education Mr. Athanase-Louis Djadi of the Congo (Kinshasa) is greeted at the State Department, in April 1967, by Dr. Charles Frankel, then Assistant Secretary, Educational and Cultural Affairs

Visitors to the United States, 1966-67 . . .

HANS MEIJER	*Rektor, Stockholm School of Social Work*	Sweden
REMUS RADULET	*Vice Chairman, National Council for Scientific Research*	Romania
PERTTI JUSTUS RIPATTI	*Head, Department of Collective Bargaining, Finnish Employers' Confederation*	Finland
TUE ROHRSTED	*Chairman, Danish Youth Council*	Denmark
JANEZ VIPOTNIK	*Federal Secretary for Education and Culture, Belgrade*	Yugoslavia

FROM AFRICA

C. M. G. ARGWINGS-KODHEK	*Minister of Natural Resources*	Kenya
JEMMO BAYISSA	*President, Chamber of Deputies*	Ethiopia
MOHAMOUD BUKHARI	*Commissioner General of Police*	Sudan
M. ALI NUR DAAR	*Vice President of the National Assembly*	Somalia
AHMED REDA GUEDIRA	*Former Minister of Foreign Affairs and Adviser to the King*	Morocco
YVON KIMPIOBI	*President, National Chamber of Deputies*	Congo-Kinshasa
CHEDLY KLIBI	*Secretary of State for Cultural Affairs*	Tunisia
W. P. NYIRENDA	*Speaker, National Assembly*	Zambia
S. RAMGOOLAM	*Prime Minister*	Mauritius
ALEXANDER BANZA	*Minister of State*	Central African Republic

FROM NEAR EAST - SOUTH ASIA

SEVKET ADALAN	*Deputy, National Assembly from Izmir for the Republican Peoples' Party*	Turkey
AHMED AL SAIDI	*Representative, Ministry of Health*	Yemen
ANAND JEE	*Dean, Faculty of Law, Banaras Hindu University*	India
THEODOR ANTONIOU	*Composer*	Greece
P. G. KARUTHIRUMAN	*Member, Lok Sabha*	India
MOHAMMAD KHALAF	*Director General, Jordan River and Tributaries Regional Corp.*	Jordan
PREM NATH KIRPAL	*Secretary, Ministry of Education*	India
FRIXOS PETRIDES	*Chairman, Board of Directors Cyprus Broadcasting Corp.*	Cyprus
AHMED EL-GHAMRAWI	*Director of Cultural Relations Ministry of Foreign Affairs*	United Arab Republic
AVI YAVETZ	*Dean of Humanities, Tel Aviv University*	Israel

FROM EAST ASIA AND THE PACIFIC

CHONG THAIM CHOY	*Businessman*	Singapore
WILLIAM D. GREGG	*Director of Education, Hong Kong Government*	Hong Kong
NGUYEN VAN NGHIEM	*Director of Operations, Ministry for Minority Groups*	Viet-Nam
KHAW KAI BOH	*Minister for Local Government and Housing*	Malaysia
CHANG-KOO KIM	*Director, National Theater of Korea*	Korea
SHIH-FENG LI	*President, Broadcasting Corporation of China*	China (Republic of)
ROBERT McDONALD	*Journalist (Chief Editor),* Brisbane Sunday Mail	Australia
PRAKAS SAHOKORN PHRA	*Minister of Agriculture*	Thailand
KHAM OUANE RATANAVONG	*Director of Foreign Exchange, National Bank of Laos*	Laos
SHUNICHI CHIBA	*Managing Director,* Kobe Shimbun	Japan

289-011 O—68——3

In Cotonou, Dahomey, as elsewhere on its African tour, the Marion Williams Trio was received with foot-stomping enthusiasm. Here Miss Williams, singer of gospels and spirituals, mingles with the audience for her group's grand finale, "When the Saints Come Marching In"

Exchanges in the Arts...

THE MOST DRAMATIC and most visible of the State Department's cultural programs is probably the presentation abroad of American performing arts and artists. These cultural presentations are intended to reflect abroad the state of the performing arts here at home and illustrate our creative vitality in music, theatre and the dance. For the five years 1963 through 1967, the program has sent 128 cultural attractions to 108 countries. This is a "one-way" program, not an exchange, except between the United States and the USSR; Soviet performers are exchanged with U.S. performers on a reciprocal basis under a separately negotiated agreement.

In fiscal 1967, the Department's emphasis was put particularly on small performing groups of four to five persons rather than on large ensembles—the symphony orchestras, dance companies, large choral groups—which formed so large a part of the program in the past.

A severe reduction in budget for cultural presentations (down over 40% from the preceding year) was partly responsible for this change. But of equal importance was the conviction, resulting from earlier experience overseas, that smaller groups could be more usefully and more flexibly programmed, especially in the developing countries. Smaller groups also make it possible to put more emphasis on informal educational and personal contact aspects as well as on

formal appearances. U.S. missions in these countries have particularly asked for groups that could go outside the big metropolitan centers to provincial cities which are rarely in touch with U.S. cultural life. Moreover, America's big performing groups have become fairly well known in many countries through recordings, appearances under commercial auspices and other means. Introducing more of American's small ensembles which have also reached high levels of excellence is felt to be timely and appropriate.

Small groups also make it possible to adapt to the interests and cultural levels of many diverse countries and areas. The varied bill of fare of 1967 included chamber music, folk singers, choral and jazz groups, and student music and theatre troupes, as well as individual artists. The Advisory Committee on the Arts, assisted by panels of recognized authorities in each field, determined the kinds of attractions appropriate for each area and selected the artists and ensembles, with emphasis on the highest available quality.

Sold-out houses are frequent on the performers' tours in some countries; in others the visitors may offer one of the first local presentations of Western music and other modern performing art forms, and an audience of students and distinguished leaders is especially invited.

An important part of each tour, in all countries, is establishing rapport with local people and artists. For example, when the Paul Taylor modern dance troupe both captivated and puzzled audiences this year in its standing-room only performance in Madras, an historic center for classic Indian dance, the company opened its rehearsals to local dancers. In Thailand, where the Phoenix Singers (a folk group) played to packed halls at the universities, students were invited at each performance to join on stage in sing-alongs and solo parts. In Asunción, Paraguay, Leo Smit, a pianist-director, one of the program's individual artists, met with 30 local piano teachers on the morning before his concert, in what was termed one of the most successful workshops ever held in the city. In the USSR, the Chamber Players of the Boston Symphony, on a five-week tour chiefly outside the main cultural centers, spent many hours giving lessons to young musicians who sought them out at all hours in their hotel rooms or backstage. The group's clarinetist gave away hundreds of clarinet reeds on learning that quality reeds were in short supply in the Soviet Union.

The partial list of the 1967 presentations below (for the full list, see the appendix) shows their range in character, and the worldwide travels of these artists as cultural ambassadors for the United States.

Another specialized activity in the arts carried on by the Department of State is providing travel funds for outstanding young American musicians to take part in foreign competitions. Twenty-four young Americans entered eight contests in the reporting year and came away with nine awards. Paula Sylvester, flutist, of New York, not only won first prize in Geneva at the 22nd International Competition for Musical Performers in September 1966, but was given a special prize for the best performance of all contestants on any instrument.

Some Performing Artists on Tours Abroad

Boston Symphony Chamber Players	USSR, West Europe
Cincinnati Symphony Orchestra	East and West Europe, Far East, Near East
Pauline Koner-Glenn Mack (Dance-Piano Team)	Far East
Marion Williams Trio (Folk-Ballad)	Africa, Near East
Paul Taylor Dance Company (Modern Dance)	Far East, Near East
Hamline University Choir	Latin America
New England Conservatory Chorus	USSR, Spain
Armenta Adams (Pianist)	Africa, Latin America
William Crofut (Folk Singer)	Near East
Ann Schein (Pianist)	Africa, East and West Europe, Near East
Leo Smit (Pianist-Director)	Latin America

Other Exchanges in the Arts

Aside from presenting performing arts and artists abroad, the Department of State exchanges individual grantees in the fine arts between the United States and many countries for study, research and teaching. An Italian playwright, an Argentine music critic, young American opera singers, painters, stage designers, ceramists, a Kabuki dancer, a Tunisian museum curator, and art historians were among many who came from or went to the United States on an exchange grant in the past year.

The largest single group, chosen with the assistance of committees of American artists and teachers in each field, were the 127 young American students of voice, instrumental music, painting, sculpture, architecture and other arts who were awarded grants under the regular exchange programs for study overseas, largely in European opera houses, concert halls and ateliers.

Advanced American professionals in the arts went not only for study but to teach and assist in specialized programs. For example, Miss Elizabeth Lyons, an assistant professor of Asian art at Columbia University, visited Thailand to help the Bangkok National Museum install its collection in two recently completed buildings, and did similar work in Indonesia, Laos and Viet-Nam. Todd Bolender of the New York City Ballet went to help the Turkish State Theatre stage a musical production early in 1967. Arthur Pulos, Director of the Design Department at Syracuse University, accompained a USIA exhibit of American industrial design in the Soviet Union and gave lectures to design specialists and laymen on the philosophy, principles and practice of industrial design in the United States. Lukas Foss, conductor and musical director of the Buffalo Philharmonic, visited Brazil to conduct workshops with the National School of Music.

Foreign grantees in the arts included Fusao Hosho, a Noh actor from Japan; V. S. Wakankar from historic Ujjain, India, an archeologist specializing in rock and cave paintings, who toured rock painting sites in the United States and recorded from American Indians their myths and tales about their paintings; Maurice Fleuret, a leading French music critic (after visiting American music schools and college music departments, he reported them to be of astonishing levels of quality); and Chang-Koo Kim, Director of the National Theatre of Korea.

University of Kentucky coach Adolph Rupp gives Iranian students a few insider's tips on basketball

EXCHANGES IN SPORTS

Appealing to many kinds and levels of people, sports have become a substantial part of the exchange program. Roughly 10% of the 1967 "cultural presentations" budget was used to send athletic teams abroad, and 27% of the funds for the American Specialists program went to sending athletic coaches and individual athletes overseas, especially to the developing countries. In addition, 10 foreign athletic coaches were enabled to visit the United States for specialized training.

Emphasis in all such exchanges is on training through workshops, demonstrations and work with local college and school coaches and young people. Some test matches and exhibitions are, of course, expected and arranged.

Basketball was the big sport in this past year's program, not only because it is widely known and popular but also because, the teams being small and their equipment light, transportation is relatively inexpensive. In all, 32 U.S. athletic coaches, of whom 13 were in basketball, and 9 athletic teams, of which 7 featured basketball, were sent abroad in 1967. Two of the teams were from universities (Kentucky and Kentucky Wesleyan), another was the All-Stars team of the National Association of Intercollegiate Athletics. Coaches and teams visit not only the large capital cities but small colleges, schools and towns off the beaten track. Tours for most sports groups run about 40 days and cover three to five countries. Among the basketball coaches were such outstanding names as Arnold ("Red") Auerbach, general manager of the Boston Celtics, and Bob Cousy, a former

Celtics player who is currently coach at Boston College. When these two coaches visited Taiwan together this past year, local newspapers reported them as "a sensation", "captivating thousands of spectators by their excellent demonstration clinics and tremendous skill." Their clinic in Taipei attracted 5,000 spectators.

If any specific proof of basketball's wide popularity is needed, an 18-year-old Iranian student has supplied it: when the University of Kentucky team played in Abadan last year, he hitchhiked 800 miles to see their last game—a journey covering desert, mountains and many a day of 120° F. temperature.

While basketball predominated, track, swimming, boxing, even chess were represented. Swimmers and divers of Olympic renown gave exhibitions in Japan and Mexico. Members of the Davis Cup Reserve Tennis Team demonstrated their techniques in five countries in Africa and three in the Far East. The U.S. Student Chess Team was sent to Czechoslovakia to take part in the World Student Team Championship.

All teams and players sent out under the exchange program are chosen with the assistance of a national sports advisory panel appointed by the Assistant Secretary of State for Educational and Cultural Affairs, and in consultation with the national governing bodies and associations in each sports field. A complete list of the athletic tours for 1967 is given in the appendix.

A NEW PROGRAM—VOLUNTEERS TO AMERICA

THIS YEAR saw the start of a completely new experimental program—"Volunteers to America"—a kind of "reverse peace corps" designed to bring young people from abroad to serve in the United States, proposed by President Johnson in his message to Congress on international education in February 1966. The responsibility for the pilot program was given to the Bureau of Educational and Cultural Affairs the following August. Discussions over the next months with interested countries abroad resulted in selection last spring of 64 volunteers by binational panels in 12 countries. The group arrived in July 1967 in the United States where arrangements had been made with five agencies—VISTA, the U.S. Office of Education, the University of Southern California, the Experiment in International Living and the Commonwealth Service Corps of Massachusetts—for their training and programming. Four-week training periods, arranged at Boston, Brattleboro (Vermont), and Los Angeles, were designed to precede a year's work in American schools and community social service agencies.

The program is financed from three main sources: the foreign governments, which pay international transportation for their volunteers; the Department of State exchange program, which provides the training, domestic travel and professional support; and local U.S. schools and agencies, which pay the volunteers' living costs in return for their services.

AMERICAN-SPONSORED SCHOOLS ABROAD

BOTH IN NUMBER and enrollment, American-sponsored schools abroad which receive assistance from the State Department set a record in the past year. Some 30,000 children of Americans serving overseas on government, business or private assignments went to these schools in 1967, over 4,500 more than in the preceding year. The number of their foreign classmates rose by almost 3,000 and is now nearly 24,000. Total enrollment for 1967 was 53,469. Eleven schools were added to those already qualifying for State Department assistance, bringing the total so assisted to 131 in 77 countries.

The Bureau of Educational and Cultural Affairs helps to support a selected number* of such schools, under provisions of the Fulbright-Hays Act, to build them up as demonstration centers of American educational methods, and to provide a point of valuable cultural contact for U.S. and selected foreign young people. State Department grants enabled these schools to give 1,212 foreign young people scholarships to attend the schools in 1967.

In recent years important efforts have been made by the Office of Overseas Schools in the State Department, under the guidance of the Overseas Schools Policy Committee, to improve the schools in terms of quality of curriculum, and teaching and administration, and to overcome their isolation from the professional mainstream of the American educational system. These efforts began to bear fruit throughout 1967.

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*In 1967 it assisted 97 schools in 57 countries. Its contribution was $2.9 million out of the $5.4 million provided by the State Department and AID.

To seek advice and badly needed additional funds, the State Department in March 1967 established an Overseas Schools Advisory Council composed of members from the U.S. business, foundation and educational communities. About half of the American pupils at the overseas schools are children from such private communities.

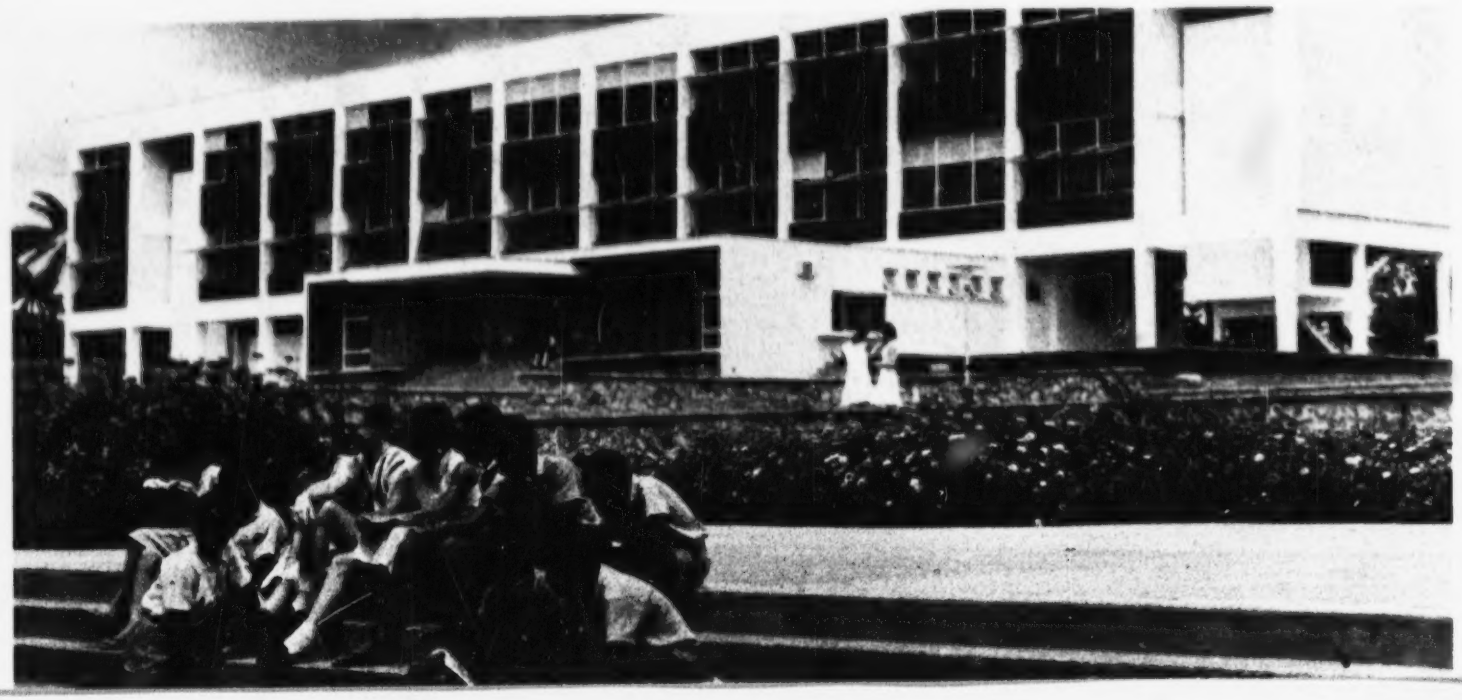
The "school-to-school" program between U.S. public school districts and selected schools abroad expanded and now involves 45 U.S. districts, 13 more than the year before. The U.S. districts are nominated by the American Association of School Administrators* as those which are innovative and interested in expanding the international dimensions of their curricula by "pairing" with American-sponsored schools abroad. About 85 teachers have now been exchanged under this program; a large portion of the necessary funds are provided by the U.S. school districts themselves. To serve as a focal point for U.S. school superintendents and other educators working with "school-to-school" projects, the Association for the Advancement of International Education was organized in July 1966.

University-to-school projects are another recent effort to improve quality by linking the American schools abroad and their teaching staffs to departments of education in U.S. universities. Initiated in 1966, these projects have made several fellowships available to American and foreign teachers from the overseas schools to secure special U.S. training and advanced degrees in their fields, and provided some credit courses as well as workshops and teaching materials for teachers abroad. In 1967 there were nine of these university-to-school projects.

Among many examples of school-to-school and university-to-school projects in 1967 were the following: the School District of Glens Falls, New York, recruited a superintendent to serve as director of the American Cooperative School in Tunis, and brought 2 teachers from the Tunis school to Glens Falls for teaching and training. The Public Schools of Tacoma, Washington, acted as purchasing agent in the United States for the American International School in Lagos, Nigeria, and have provided Lagos with a principal, two teachers and two consultants on school administration. Michigan State University gave local in-service teacher training to teachers from 13 American-sponsored schools in Mexico and Central America. The University of Wyoming organized summer credit courses for teachers of the American Society School in Karachi, Pakistan.

An effort was made in 1967 to enable American schools abroad to share in benefits now given stateside schools under U.S. legislation. At the initiative of the Overseas Schools Policy Committee, the U.S.

*The American Association of School Administrators published in late 1966 the brochure, *A Mission Called O/OS*, a first-hand look at American-sponsored schools abroad and a detailed description of the program.



American and Nigerian children both play and learn together at the American-sponsored International Secondary School at Ibadan

Office of Education asked Congress in 1967 for an amendment to the National Defense Education Act, to permit low-interest loans by the Office of Education to qualified independent American-sponsored schools abroad for educational materials and renovation. American-sponsored schools abroad have so far not been eligible for loans under the Act. Congress now has this matter under consideration.

THE EAST-WEST CENTER

"To PROMOTE better relations and understanding between the United States and the nations of Asia and the Pacific through cooperative study, training and research," the Congress of the United States established the Center for Cultural and Technical Interchange Between East and West, more familiarly known as the East-West Center, in May 1960 in Honolulu. By providing grants to Americans and Asians for study at the University of Hawaii, the Center enables young Americans to live and work with Asian and Pacific Island peoples in a near-Asian setting and for Asians to meet Asians, often for the first time, as academic colleagues and classmates. Since 1960 more than 8,000 students, technicians, and scholars from 31 countries have participated in and benefited from the Center's grant programs.

The three institutes which administer the Center's program had a busy year in 1967. The Institute for Student Interchange, which recruits, selects and supervises grantees from the United States and Asian countries, awarded 246 new grants to Asian students, 121 to Americans, and 94 summer grants to Americans for Asian Studies.

The Institute for Technical Interchange, which concentrates on short-term technical training for grantees from the Pacific Islands and the U.S. Trust Territory and nations bordering the Pacific, trained 554 participants in 66 Hawaii-based projects, and 865 in 16 field training programs. Study subjects included agriculture, irrigation, and public health.

The Institute of Advanced Projects, which handles advanced and senior scholars at the doctoral and post doctoral level, had 47 senior specialists in residence of whom 27 were Americans, and awarded 23 new fellowships to Asians and Americans.

In all three institutes, new programs and initiatives started in recent years were continued in 1967—a language intern program, shipboard orientation for new Asian students, a new emphasis on programs to meet changing economic and social conditions of the Pacific area, and a revision of grantee selection procedures, among others.

The East-West Center Press was established in 1962 to stimulate the flow of ideas between East and West through the interchange of books. The three major activities of the Press are the import of Asian books and translations revised and reprinted for marketing in the West; the export of American scholarly paperback reprints for Asia; and the publishing of original works, most of them written at the Center. During the year the Press issued 25 publications of which 9 were originals, 4 were imports and 10 were paperback reprints of American scholarly books. Since the establishment of the Center the Press has issued a total of 59 publications.

Financial support to the Center is provided through annual Congressional appropriations to the Department of State, administered through the Bureau of Educational and Cultural Affairs. In the 1967 fiscal year, the Center received an appropriation of $6,050,000.

The National Review Board for the Center, created in 1965 as a result of Congressional interest, made its first report in February 1967. It suggested ways for strengthening the Center's program which included improvement of grantee selection procedures, development of good working relations between the Center and the University, and construction of a much needed library. The report said that the Center's resources "make it a logical point of implementation of key aspects of the President's program in the field of international education."

THE AMERICAN SPECIALIST PROGRAM

AMERICANS OF exceptionally high caliber served as American Specialists during 1967. This program, one of the most important educational and cultural activities carried out by the State Department, each year sends up to 300 Americans of high competence to serve a few weeks or a few months in one or more countries. The Specialists conduct seminars, workshops, or clinics and give lectures or demonstrations to both academic and non-academic audiences, in programs arranged by the individual American missions in the coun-

tries visited. Through exchanges of knowledge and ideas, they supplement United States' official representation overseas and broaden the contacts of the missions with key groups and leaders in specialized fields.

Under a special program of recruitment during the 1967 fiscal year, the Department was able to obtain the services of 273 outstanding persons. A very wide range of professions was represented. There were 31 university professors, 24 labor experts, 16 medical specialists, 13 lawyers or justices, 16 teachers of linguistics and 10 experts in urban development taking part in the program, as well as athletic coaches and specialists in the performing arts. The Specialists included Clarence C. Ferguson, Dean of the Howard University Law School; Buckminster Fuller, architect; Patrick E. Haggerty, Chairman of the Board of Texas Instruments, Inc.; Donald Johanos, Conductor of the Dallas Symphony Orchestra; Nathan M. Pusey, President of Harvard University.

Participation is by invitation only, but to insure that the program is truly representative of the United States, an effort is made to recruit Specialists from all parts of the country. In 1967 grantees were drawn from 34 of the 50 states; over the past four years grantees have come from Puerto Rico and virtually every state of the Union.

PROJECTS FOR SPECIAL GROUPS

WHILE MOST foreign grantees come to the United States individually, some are brought in groups or grouped after their arrival here so they can be given a special training course or observation tour together—as for example young "educational travel" grantees or teachers and school administrators who come for the so-called "teacher development" program. There are certain other exchanges, however, to enable visitors from different nations to participate in a single program. The University of Iowa's workshop in creative writing for talented young people from all over the world is an activity of this kind. This program, which began at Iowa in 1937, has a distinguished faculty of American writers, headed by the poet Paul Engle. Its alumni—American and foreign—have won many honors, including such American awards as the Pulitzer and National Book prizes for poetry and fiction and several awards from other countries. Richard Kim from Korea, whose book *The Martyred* was a U.S. best seller in 1964, wrote the book at the Iowa workshop. The Bureau of Educational and Cultural Affairs has for several years brought young writers each year (7 of them in 1967) from various countries for extended study and writing experience with American colleagues in this project. Private organizations also contribute to these grants to enable gifted young people from abroad to share in this unique experience.

A new multi-national project was built around a course given by the University of Michigan, in cooperation with the U.S. National Park Service, for national park administrators and conservationists. The State Department brought seven grantees from six countries in 1967 for this course.

Special work, study and observation programs are arranged each year for multi-national groups of journalists, radio and television broadcasters, librarians, and musicologists. Grants were awarded to a group of eight Asian and Pacific women journalists who came to the United States in the summer of 1967. Another group of 15 journalists, from 14 countries, came for a special seminar at Indiana University's Department of Journalism, then went to U.S. newspapers and other publications for working assignments. A group of 13 librarians from 11 countries had State Department grants this year for a four-week seminar at the Library School of the University of Wisconsin, in a project arranged by the American Library Association. Every year, the Bureau brings to the United States a group of about 14 women civic leaders from the Latin American countries for a study-observation visit, which includes a two-week seminar especially arranged by the Overseas Education Fund of the League of Women Voters. This year the seminar topic was the role of the citizen in the process of development.

The largest single group project, begun in 1956, is for selected youth leaders and social workers who come for special practical experience and training over 10 weeks of each summer. Five universities and their communities cooperate in this project, which brought 168 young people from 52 countries on State Department grants in fiscal 1967. The program is administered by the Council on International Programs for Youth Leaders and Social Workers, representing separate organizations in five cities.

Mrs. Duong Thi Kim Thanh from Viet-Nam, one of the 168 social workers in the U.S. for a 1967 work-training program, helps out as recreation aide

TEEN-AGE EXCHANGES

"SOMEONE HAD given me a name tag. It said: 'To Downers Grove, Illinois. Lucia Sepulveda Ruiz from Parral, Chile. 16 years old' . . . I stood by my luggage and tried to see if my host family was there yet. . . . Then I saw them. They looked very American, so shiny and bright. The girls and mother wore hats, which was entirely new to me—in Chile, people wear hats only to weddings. I had been wondering the best way to greet them and even made up a little speech. But I just couldn't utter a word . . . Father said: 'There she is', and mother stepped forward and smiled so warmly that I went right into her arms."

This was the beginning for one of the 4,000 foreign high school students who came to the United States in 1967 to live for a year with an American family, under a teen-age exchange program supported in part by the Bureau of Educational and Cultural Affairs. The 4,000 figure is a record high for the 11 years since the Department first supported the program. The number in 1956 was only 700 students.

Four organizations—The American Field Service, the International Christian Youth Exchange, the U.S. Catholic Conference and Youth for Understanding—conduct the teen-age exchange program under which these students come to the United States. The organizations work largely on private funds, plus the relatively small grant-in-aid (a total of $200,000 in 1967 for all four groups) from the State Department. The Department's funds average out to only about $50 per student, or barely more than 1% of the total costs of the program. These costs are borne by American families who take in the students, the private and public schools which waive school fees and costs, and the students' own families who help with travel expenses to the extent they can.

The students in the past year came from 66 countries. Included for the first time this year were students from Ghana, Yugoslavia and some of the Micronesian islands.

The visiting students not only take a full year's school work but, wherever possible, visit other parts of the United States and look into America's many aspects. For instance, in 1967 groups visiting New York were taken to see both the poverty program in action in slum areas and the New York Stock Exchange. Students after their return home have often founded "alumni" groups, and the alumni include many who have moved on to important positions.

SERVICES TO "NON-SPONSORED" STUDENTS

FAR OUTNUMBERING students with State Department grants are those coming to the United States on their own, or on grants from their own governments or private agencies. Indeed, roughly 90% of all the 100,000 foreign students now in the United States come as such "non-sponsored" students.

Many of them, like the sponsored grantees, will enter the educated group of potential leaders on their return home. The quality

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of their education here, the connections and friendships they develop, and the views of the United States and Americans they take back with them are thus significant to their country's future understanding of and relationship with the United States.

The Bureau of Educational and Cultural Affairs therefore has for several years had a program for "non-sponsored" foreign students which: 1) helps provide overseas college counseling and advisory services, including English language testing, for students seeking to enter U.S. institutions; 2) arranges for orientation and additional English language training in the United States for selected groups on arrival; 3) helps selected students to obtain a family "live-in" experience in the United States before undertaking college; 4) assists U.S. colleges and universities to strengthen foreign student advisory services, and 5) enables some students to join terminal "round-up" seminars, conferences and professional meetings before they return home. It also helps support efforts of the American Association of Collegiate Registrars and Admissions Officers to evaluate foreign student credentials—not always an easy job.

In 1967 the Bureau spent $271,549 on such services. Part of these funds went to enable U.S. posts in Korea, Hong Kong and Japan to give counseling to 21,000 students—a number over twice as large as in 1966. Some funds also went to support similar services in the United Kingdom and Belgium, countries from which many students from the developing countries seek to enter the United States, and to contribute towards maintaining student counseling officers in Lima and Bangkok. Seven U.S. universities were assisted in providing orientation and intensified English language training for 568 students upon their entry to the United States. The Experiment in International Living received some funds to help it offer a month's pre-college experience in American homes to 174 students. More than half the available funds went to the National Association for Foreign Student Affairs (NAFSA) to improve campus-level counseling of both sponsored and non-sponsored students and to enable 70 campus counselors to obtain some in-service training for this work. Counseling of this kind has become increasingly important on U.S. campuses in recent years—200 more colleges and universities asked for and received guidance on developing foreign student counseling programs this year than last.

RECEIVING VISITORS TO THE UNITED STATES

The Reception Centers

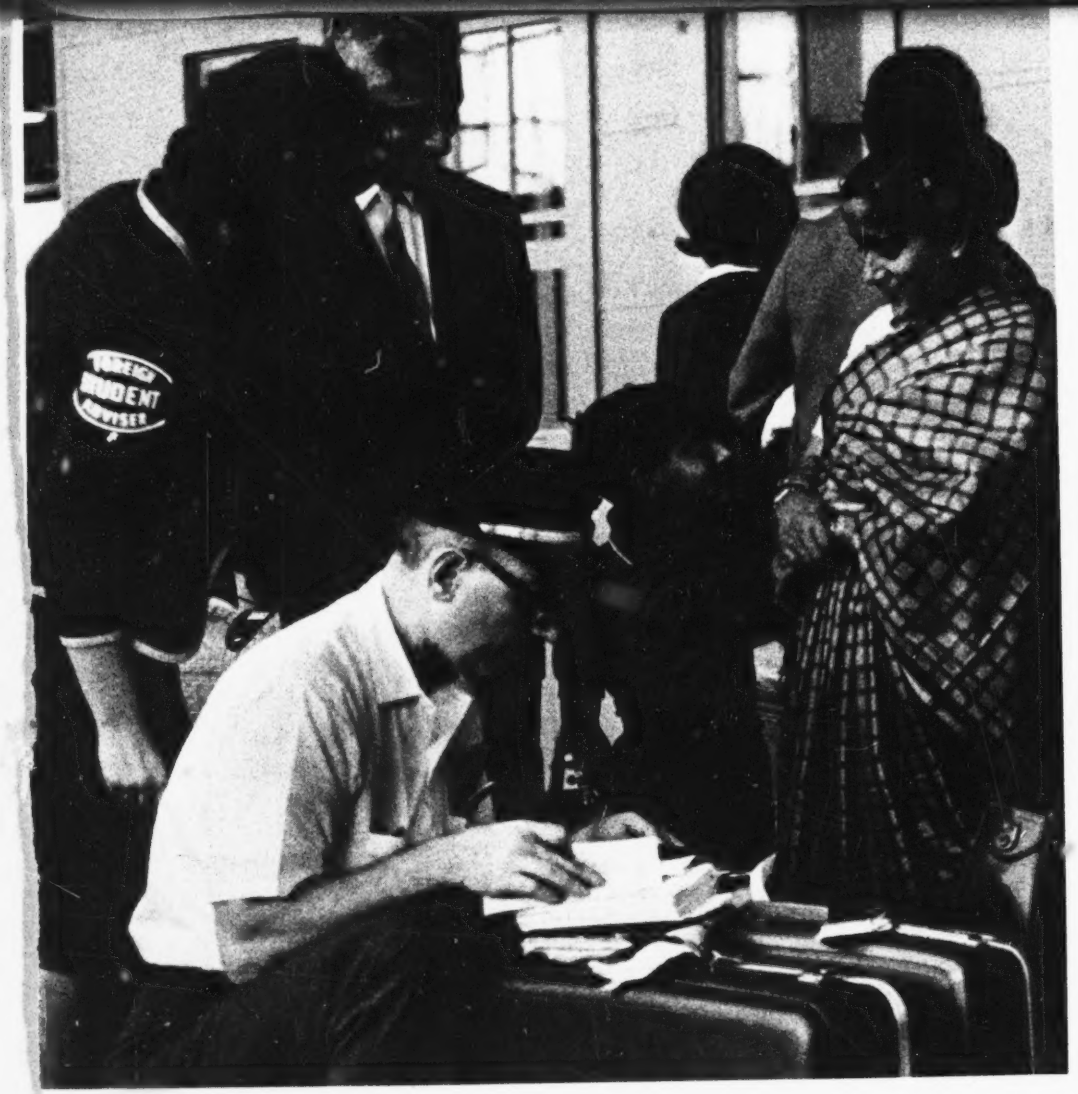
In six U.S. cities—Honolulu, Miami, New Orleans, New York, San Francisco and Seattle—the Department of State operates Reception Centers for incoming grantees and special visitors. These centers meet the newcomers at planes or ships, help them with customs and immigration and with their onward travel plans. In Washington such visitors are received by the Department's reception staff. In 1967 the Reception Centers and the staff in Washington received 7,869 "arrivals", of whom 2,112 were Department-sponsored grantees and 4,637 were trainees under programs of the Agency for International Development.

The Centers, in response to growing requests from the Department and U.S. Embassies abroad, also provide special VIP reception services. In 1967 they received 535 high-ranking visitors who included Chiefs of State, prime ministers on non-official visits, members of royal families, cabinet ministers and especially foreign visitors en route to U.N. and other official international meetings. (In New York the U.N. Protocol Office handles the arrival of delegates.)

For Department-sponsored grantees, each Reception Center also arranges professional programming if the grantee is scheduled to have interviews and professional appointments in that city as part of his study-observation tour. In 1967 the Centers arranged 5,092 such professional programs. The Washington reception staff alone arranged 1,170 programs. In addition, the Department of State provided programming assistance to so-called "voluntary visitors" who, though they do not have a State Department grant, are in the United States for serious professional purposes. In 1967 the Department assisted in programming 1,238 such "voluntary visitors", about 350 of whom were grantees of the U.N. family of agencies.

Visitors Services in U.S. Communities

Meeting American families, visiting small towns, cities and schools, and participating in American home and community life are often the most revealing and unforgettable parts of a grantee's visit to the United States. Fixed ideas and cliches about American life often vanish by such direct exposure, as these fairly typical comments show: "American women work harder than I ever thought." "I did



Arriving visitors are helped to clear customs and arrange their onward travel by reception aides

not know Americans went to church." "The hospitality, friendliness and warmth which met me every day everywhere were a surprise to some extent and almost touching—the most impressive part of my total experience."

In cities outside those with formal reception centers, a foreign visitor's home and community visits, and his professional schedule as well, are today arranged by voluntary groups of private citizens, many specifically formed for the purpose. A recent count shows 80 of these organizations, operating across the country, joined in a National Council for Community Services to International Visitors called COSERV. So well established have these organizations' services become that this past year COSERV was able to hold a country-wide conference with special seminars for representatives from Boston to San Francisco on programming foreign visitors. Local professional organizations, radio-TV stations and chambers of commerce also sponsor and program local visitors. Services of voluntary organizations and private individuals are drawn on by hundreds of colleges and universities which have foreign students, professors and scholars, and by the U.S. Armed Forces which last year brought some 12,000 foreign military personnel to the United States for training. Home and community visits are now recognized as so important that in July 1967 the Department took steps to encourage far more grantees to visit American homes and to see Americans outside the big cities, under the warm sponsorship of local community organizations and their volunteer hosts.

A JAPANESE IN MONMOUTH COUNTY

To many grantees from countries where education may be administered by a central government, the idea of a local school board having responsibility for budgets is almost unreal. Recently, a science teacher from Japan attended a board of education meeting in Monmouth County as guest of the school superintendent. The superintendent had taken pains to brief the visitor on what to expect. He stated that the meeting, since it dealt with budget preparation, might be long and drawn out. Along about one a.m., after a heated exchange among several of the board members, the visitor leaned over to the superintendent. In a stage whisper, just barely audible, he said, "Democracy is very busy tonight".

Secondary School Bulletin
New Jersey State Department of Education
March 1967

How the Exchange Program Works . . .

IN CARRYING OUT the exchange program between the United States and some 135 countries and territories of the world, the State Department in 1967, as in previous years, relied on the cooperation and assistance of other government agencies and of private organizations and institutions, some of which work under contract with the Department, and on the services and counsel of especially appointed boards and advisory commissions.

Dr. John Hope Franklin
Chairman of the Board
of Foreign Scholarships

THE BOARD OF FOREIGN SCHOLARSHIPS

The supervision of the academic exchange program is the responsibility of the Board of Foreign Scholarships. The Board, which has 12 members appointed by the President, was created by Congress in 1946 under the so-called "Fulbright Amendment", for the purpose of selecting academic grantees and participating institutions, and assuring the respect and cooperation of the academic world. The Board makes the final selection of all academic grantees, and has overall supervision of the planning and conduct of the academic exchange program both in the United States and abroad. Its present chairman is John Hope Franklin, chairman of the Department of History at the University of Chicago, elected in September 1966 to succeed Oscar Handlin, Professor of History, Harvard University, who served from September 1965 to September 1966.

The Binational Commissions Abroad

Established in 47* countries which have entered into exchange agreements with the United States and composed equally of distinguished foreign nationals and resident Americans, the commissions are responsible for the administration of the exchange program in each country. Under the general supervision of the Board of Foreign Scholarships, they screen local candidates for grants, secure approval for qualified local educational institutions to participate in the program, plan educational exchange projects, and supervise arriving American grantees.

*There are 48 countries with active exchange agreements. Belgium and Luxembourg share in a single commission, in Brussels.

COOPERATING AGENCIES

The Conference Board of Associated Research Councils, which is a private body representing leading private American professional and scholarly organizations, works under contract to the Department to do the initial recruiting and screening of American lecturers and research scholars, and to nominate candidates for exchange grants for selection by the Board of Foreign Scholarships. The Conference Board also handles the placement and the arrangements for foreign research scholars and lecturers in the United States.

The Institute of International Education (IIE), a private organization with long experience in international exchange, assists the State Department, under contract, with the exchange of students. IIE helps in preliminary screening of American student candidates for exchange grants, arranges placement in U.S. colleges and universities for a large proportion of all foreign student grantees, and provides supervisory services while they are in the United States.

The U.S. Office of Education, working under an agreement with the Department of State, cooperates in the selection of American and foreign teacher grantees, arranges for placement for foreign teachers in local American schools and for their training programs and practical supervision in the United States, and assists in orientation of foreign teachers arriving in the United States.

COLLABORATION WITH USIA

The U.S. Information Agency acts for the Department of State in American Embassies, assisting and supervising the educational and cultural exchange activities abroad, and serving as liaison with the local binational commissions on policy matters. The extensive work done by the USIA in 1967, as in previous years, in assisting the program overseas merits description in special detail.

Assistant Cultural Affairs Officer in New Delhi, Dr. Murray Woldman, discusses U.S. campus life with Indian students going on to American universities

The Cultural Affairs Officer

Overseas the supervision and much of the actual operation of the exchange program rests with the Cultural Affairs Officer (CAO) in U.S. Embassies, who is the American official responsible for developing and enriching educational and cultural contacts between the United States and his country of assignment. In countries with a binational commission the CAO is a commission member, often the commission chairman, and cooperates closely with its exchange activities. All exchanges of leaders, international visitors, American and foreign specialists, and performing art groups depend on the services of the CAO and his staff.

The CAO also assists in administering the international visitors program, including the selection of leaders and specialists and of "educational travel" grantees. Where there is no binational commission, the CAO usually forms and heads a selection committee to recommend students, teachers and scholars for exchange grants to the United States. The CAO is also called upon to assist in selection of grantees for the many private U.S. exchange programs such as the American Field Service, the Eisenhower Exchange Fellowships and others.

In some very large posts abroad, there may also be an assistant CAO or a special educational exchange officer. In 1967 there were 101 CAOs, 137 assistant CAOs, and 5 educational exchange officers in 83 countries. In countries with large programs, the CAO may devote as much as 60% of his time to educational and cultural exchange.

Local Support for Cultural Programs

The CAO, a member of the U.S. Information Agency (USIA), functions under the policy direction of the State Department insofar as exchange activities are concerned. He is able to use the resources of USIA locally to assist with educational and cultural exchange programs.

The USIA gives active support locally to performing arts groups on exchange tours. When, for example, the Cincinnati Symphony Orchestra was scheduled for a performance in Manila in September 1966, USIA began advance preparation in June to secure recordings of the orchestra and taped interviews with the principals and other performers, for use as advance publicity for local broadcasting stations and the local press. The Voice of America, the overseas broadcasting arm of USIA, used these recordings prior to and after the orchestra's visit.

Libraries and Films

USIA's reading rooms, libraries and cultural centers offer an important supplement and back-up to the exchange program. In 1967 the USIA had 154 such centers and 63 reading rooms in 85 countries. These offer many supplementary services. To tie in with the arrival of visiting professors or other distinguished American grantees, the local centers arrange special shipments of textbooks and other pertinent literature which these visitors may need for lectures and seminars. Special exhibits may be shown before or after the arrival of performing arts groups or individual artists.

In 1967 USIA made and produced 12 films of performing groups and artists on State Department tours. A recent one was "An American Choreographer in Ankara", about the work of Todd Bolender in assisting in a Turkish musical production in the spring of 1967.

Student Counseling and English Teaching

The local USIA libraries and information centers also are a focal point abroad for young people interested in going to college in the United States—whether or not on an exchange grant. Materials on college counseling and college entrance are provided by the Bureau. This year such materials went to 80 countries. The tests on English comprehension and fluency required by U.S. colleges and universities may be administered by CAOs and binational centers in the absence of a formal binational commission. Local young people, especially grantees before they leave for study in the United States, are shown films of U.S. campus life prepared by USIA. USIA has also made specific films on the exchange program, such as "Exchange Highway", which shows Turkish grantees in the United States and American grantees in Turkey.

Teaching English is one of the major activities of USIA overseas. In 1967 there was a steady increase in teaching programs, with a total enrollment for the year of about 310,000 students. Teachers are one of the particular groups so reached. In 1967 USIA held 83 seminars for English language teachers in 40 countries, reaching 3,200 teachers (and thus about half a million of their students) with improved teaching techniques. American exchange teachers or professors of English language teaching are often featured at such seminars. Direct teaching is supplemented by an English language teaching program via radio, film and tapes on the Voice of America, and by USIA's extensive production of texts, periodicals, and other printed materials on English teaching.

WORKING WITH U.S. UNIVERSITIES

To A GREATER extent than is easily understood, the American academic community—the quality of education it provides, its intellectual resources, the stimulation and friendships it offers foreign grantees on campus—*is* the exchange program. Its financial contribution to the program alone is impressive. In 1967 over 80% of all the support for foreign research scholar and lecturer grantees in the United States—roughly $5 million—came from the institutions here which paid them salary and maintenance. Adding the amount spent by colleges and universities to provide scholarships and other services to foreign students, the 1967 total contribution is nearly $10 million. These institutions also, under a grant or a transfer-of-funds arrangement, do special jobs which are vital to the program.

For example, in 1967, ten U.S. universities, working with funds transferred from the Department to the U.S. Office of Education, provided the specialized instruction required for foreign "teacher development" grantees. The entire schedule of these teachers, including their many visits to American schools, communities and state education systems, was programmed by these universities.

In addition, seven universities in 1967 provided orientation and intensive English language training for selected groups of non-sponsored students under contract to the Department. Moreover, 200 new institutions this year asked for and received special help on improving campus counseling programs for foreign students, sponsored and non-sponsored, from the Field Service of the National Association for Foreign Student Affairs, which is financed by the State Department.

Other U.S. institutions, acting under grant agreements with the State Department, have established university-to-university relationships with institutions overseas. Some typical examples are the association, now in its second year, of the University of California and the new Chinese university at Hong Kong, and the collaboration of the University of Iowa with the University of Istanbul for the development of political science studies. In all, 10 U.S. universities in 1967 had these agreements with the Department to carry on university-to-university activities.

Another 70 American universities and colleges in 1967 had so-called "affiliations" with institutions abroad, with a small (average $1,000) grant from the Department. Eighteen of these affiliations were new this year, 10 of them arranged through the American Association of Colleges for Teacher Education. An "affiliation" usually means exchange of teaching materials, perhaps exchange visits of faculty or a few students.

A full list of universities which have grant agreements through the State Department, either for special projects in the exchange program, or for affiliations, is given in the appendix.

ADVISORY GROUPS AND COMMISSIONS

Homer D. Babbidge, Jr.

Emmett O'Donnell, Jr.

Roy E. Larsen

Thomas F. Malone

Gov. John A. Burns

W. Bradford Wiley

The U.S. Advisory Commission on International Educational and Cultural Affairs was created by Congress under the Fulbright-Hays Act of 1961 to formulate and recommend to the President broad policies on the conduct of international educational and cultural programs, and appraise their effectiveness. The nine members of the Commission are appointed by the President from the educational and cultural world. The Commission's chairman during 1967 was Homer D. Babbidge, Jr., president of the University of Connecticut, whose two-year term ended in June, 1967.

The Advisory Committee on the Arts, established under the Fulbright-Hays Act of 1961 to advise the Department of State on exchange programs in the arts, takes an active as well as advisory role in assuring a high standard of appropriateness and excellence for artists chosen for foreign tours. The Committee is responsible for recommending the kinds of performing arts which can most effectively represent the United States in the various geographic areas abroad. Panels of experts in drama, dance and music nominate the specific attractions to be awarded grants. The chairman of the 10-member Committee is Roy E. Larsen, chairman of the executive committee of Time-Life Inc.

The U.S. National Commission for UNESCO was created in 1946 under the act of Congress which first authorized U.S. membership in UNESCO. Of its 100 members appointed by the U.S. Secretary of State, sixty are representatives of national voluntary organizations; the others are drawn from the world of educational and cultural and public affairs. The Commission, for which the Secretariat is provided by the Bureau of Educational and Cultural Affairs, serves as an advisor to the State Department in helping to plan UNESCO's biennial program and budget and as a link between UNESCO and the American people. Its chairman during 1967 was Dr. Thomas F. Malone, vice president and director of research of the Travelers Insurance Company, who was elected in 1965.

The Government Advisory Committee on International Book and Library Programs, created in 1962 by the Secretary of State, is composed of nine leading representatives of the book publishing industry, plus two educators and a librarian. Its task is to assist the Department in a continuing review of U.S. Government book and library programs being conducted abroad. The chairman of its 12-member body is W. Bradford Wiley, president of the publishing firm of John Wiley and Sons, who was appointed in 1966.

The Advisory Panel on International Athletics was first appointed by the Department of State in 1965 to assist in the planning and selection of exchange programs involving athletes and coaches. Its 15 members are leading figures from the sports world, both professional and amateur. The chairman during 1967 was General Emmett O'Donnell, Jr., retired, a member of the U.S. Olympic Committee.

The National Review Board for the Center for Cultural and Technical Interchange Between East and West (East-West Center) was established in February 1965 to represent the national interest and review the programs and operations of the East-West Center. The 10-member Board is appointed by the Secretary of State from the educational, cultural, technical, business, and public service world. The chairman of the Board is Governor John A. Burns of Hawaii.

Visiting women broadcasters enjoy opportunity to meet Mrs. Hubert Humphrey. L to R: Miss Felicity Muganwa, Uganda; Mrs. Goh Thean Chye, Malaysia; Mrs. Edvick Shayboub, Lebanon; Dr. Margaret Kearney, head of American Radio-TV women's foundation; Mrs. Humphrey

EXCHANGES BY AREA . . . .

EXCHANGES WITH LATIN AMERICA AND THE CARIBBEAN

U.S. Grantees to . . .	306
Foreign Grantees from . . .	1,413
Total	1,719

Educational and cultural exchange with countries in the Latin American area began in 1938—well before exchange arrangements were authorized on a world-wide basis under the Fulbright Act of 1946. Indeed the Latin American area has long had a larger exchange program with the United States than any other major geographic area outside of Western Europe. Fiscal 1967 was no exception.

Many of the countries in the area consider their most serious educational challenge today to be the reform and modernization of their university systems. The major emphasis of the exchange program during 1967, as for the past several years, has been on supporting the region's intensifying efforts to accomplish these reforms. University enrollments have virtually tripled in Latin America since 1950 and both new and established universities have faced tremendous problems of updating curricula and teaching methods.

For the last eight years the University of Kansas has conducted a series of seminars for top university administrators from Latin America, with State Department support. A large proportion of high-level university administrators in the region have now been to the United States as participants in these seminars or separately as leader grantees. For example, at a significant regional meeting in Pucas, Peru, in November 1966, held to assess the university reform movement in the hemisphere, the majority of the university officials present were alumni of the Kansas seminar. When the so-called "GULERPE" group, a relatively new association of Latin American University rectors from Chile, Brazil, Venezuela, Colombia and Mexico, made a six-month study of modern financial management of universities during July to November of 1966, the Bureau provided travel costs for consultation at the University of Houston which played a special part in the study. As the first such major study on university financing in the area, the GULERPE report has already led to the beginning of much needed training programs in university financial management.

University modernization and development was also the particular concern of the two teams of scholars from the United States and the host Latin American countries which consulted in Peru and Brazil this year to consider long-range planning of academic programs under binational commission sponsorship in those countries. Made up of outstanding American educators who joined with Brazilian and Peruvian counterparts, both teams' proposals stressed the strengthening of relationships between U.S. and local universities; greater emphasis on cooperative and graduate research; concentration of effort on selected institutions to assist them in their efforts to become centers of excellence; and special attention to the relatively new universities built in recent years to help absorb the enormous increase in student enrollment.

Also in response to requests from Latin American universities, the exchange program has emphasized cooperative arrangements with U.S. institutions. This past year saw a rising interest by U.S. universities in developing relationships of this kind. The most recent example is the agreement concluded in 1967 between the Columbia University School of Social Work, the National Council of Social Work in Colombia and the binational commission in Colombia, in which the three institutions agreed to commit considerable resources for a well-coordinated long-range cooperative relationship in the field of social work.

Other such relationships supported by the Bureau include that of Rutgers University-San Andres (Bolivia) which achieved its first solid results this year in assisting curriculum reforms in economics; the Texas Western University-University of Cochabamba (Bolivia) tie, which was two years old in 1967, for developing political science teaching; the agreement between the University of Houston and Monterrey Technical Institute (Mexico) for developing engineering education; and a pilot student exchange program inaugurated in 1967 between Southern Methodist University and the University of Trujillo, Peru. The largest program of the kind involves a consortium of 14 universities in the western and southwestern United States which, with the assistance of AID and three U.S. foundations as well as the Bureau, has worked for over two years in support of the

Autonomous University of Guadalajara in Mexico and its five-year program to become a center for excellence in the area. As part of its contribution, the Department in 1967 enabled 12 professors and research scholars from Guadalajara to work in the United States, and 23 U.S. professors to teach in Mexico and to advise on reorganization.

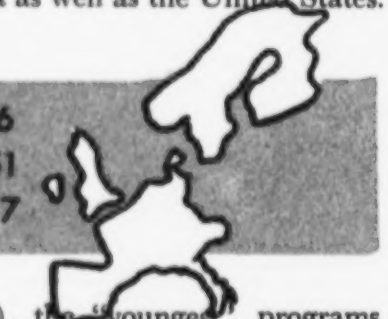
As in the past, the exchange program, with the strong support of host country educators, put considerable emphasis in 1967 on teacher training. The Fourth Central American Seminar on Social Studies, held this year in El Salvador, brought together 56 secondary teachers from seven countries. In Uruguay in 1967 there were two special seminars on science teaching, one on chemistry and one on physics, with 40–50 secondary teachers in attendance at each. The Uruguay binational commission calls this program, which it began in 1964, its greatest contribution to Uruguayan education. As a result of its course, plus an earlier one in physics sponsored by the OAS and the Ford Foundation, a thoroughly modern science curriculum is now being taught in all Uruguayan pilot schools.

"Educational travel" has also been an important program of exchange in Latin America. Used to enable groups of young people—especially student leaders—to visit the United States on study-observation tours, the educational travel program in 1967 made a particular effort to choose young professionals in a wide variety of fields. Costa Rica selected a group of young artists; Nicaragua sent advanced students from its schools of social work; other countries chose groups of young journalists, architects, radio station directors. Brazil instituted a particularly interesting method of spotting outstanding candidates: it held in Rio de Janeiro, Sao Paulo and elsewhere a series of important seminars in professional fields—one on urban planning, others on economics or comparative law, and nominated the best participants as its educational travel grantees. In all, in 1967, 476 young Latin Americans were brought to the United States for educational travel from these and other fields.

While American Studies have been somewhat slow to take hold in Latin America, in Mexico the Center for Anglo-American Studies at the National University, set up in 1965, struck its full stride this year. Distinguished American literary and academic lecturers among them Oscar Handlin, Richad Hofstadter and Alfred Kazin, spoke at the Center this year. In Brazil a provocative seminar was held on "Slavery and Race Relations in Brazil and the United States", and a similar seminar in Chile drew scholars from Chile, Peru, Colombia, Mexico and Argentina as well as the United States.

EXCHANGES WITH WESTERN EUROPE

U.S. Grantees to . . 1,116
Foreign Grantees from . . 1,651
Total 2,767



THE LARGEST AND very nearly the oldest program of academic exchange is carried on with Europe. The number of exchangees going to and from Europe considerably exceeds those of all other areas combined for the 21-year period since 1946; in the past year 38% of all grantees came from or went to Western Europe. The continuing emphasis on Western languages and civilization in U.S. colleges and universities, as well as historic cultural and ethnic ties with Europe, help account for this ratio. As a group, moreover, the countries of Europe were among the first to join the exchange program and, under the original Fulbright Act of 1946, among the first to enter into binational agreements for educational exchange with the United States. Except for Spain and Portugal where the programs began only recently (1958 and 1960 respectively), the "youngest" programs in Europe (Finland and Germany) were 15 years old in 1967, and four had 19th anniversaries.

The size and age of the program in Europe have meant that one of its chief characteristics today is its wealth of "alumni". Many of them are people who are now at a high level in political, educational and cultural affairs. For example, in Great Britain four out of six men who now head new universities had been on earlier exchange visits to the United States. In Germany 15 out of 20 members of the new cabinet are former grantees, as well as many officials coming into office with recent provincial and municipal elections. In Italy five ministers, in Great Britain three, were at one time on

Dr. Jean-Pierre Mercier (L), former exchange scientist, talks with his U.S. colleague at Belgian laboratory

exchange study and observation visits to the United States. In I aly the program over the years has involved 14 cabinet and sub-cab net officials out of 72, 8 out of 30 university rectors, and more than 60 political party leaders and parliamentarians. In Finland 40% of the cabinet members and over a third of all university rectors are for ner grantees.

The wide-spread availability of American Studies in Wes ern Europe today is also in part a result of the scope and age of the exchange program. Initiated by many countries in Europe a fter World War II, American Studies are now increasingly include l in the curriculum in many universities. From the outset the Bu eau of Educational and Cultural Affairs has worked to assist this de vel- opment by providing, at the universities' request, many distinguis hed professors of American history, literature and civilization.

More and more former grantees are now taking a leading part in developing and teaching American Studies. A group of Fre nch professors, all former grantees who did special research in the Un ited States on American Studies, this past year succeeded in establis hing the nucleus for a French Association of American Studies. This year former grantees filled a new chair in North American history at the University of Paris and, at the Sorbonne, an additional chai r in American literature. In the Netherlands, 1967 also saw the estab lish-

ment of permanent courses in American history at the University of Utrecht as well as the opening of the John F. Kennedy Center for Atlantic Studies at the University of Tilburg. The Center's director and three members of its governing board are former grantees.

While not all countries have a proportional number, one indication of the spread of American Studies is that there are now 25 chairs in American Studies in Germany at 21 universities, 16 of them in American literature. No university in Germany offered American Studies before World War II. Italy, which similarly had no regular courses in American Studies before World War II, now has 8 chairs in American Studies and 27 courses in 22 universities.

The celebrated Salzburg Seminar, originated under private sponsorship, has for the past two decades stimulated European interest in American Studies. In 1967, as for the past few years, it received part of its support from the Bureau of Educational and Cultural Affairs. This year the Bureau has continued to assist two institutions which give special courses in American Studies—the Bologna Center of Johns Hopkins University, and the Institute of American Studies in Paris which is affiliated with the State University of New York. When the British Association of American Studies, one of the oldest such organizations, assembled 90 of its members for its annual conference in April 1967 for a special seminar on "America in the 30s", the State Department arranged for participation of American lecturers and some financial support to the conference itself.

Europe like other areas has felt the effects of the exchange program's budget restrictions for 1967. The teacher development program in Europe was much reduced during the year under review, although the full effects of the cutback were visible only after the end of the fiscal year. Exchange of teachers between American and European schools continued in five countries. Some reduction was also made in the number of "leaders" and other distinguished "international visitors" to the United States.

Continuing the practice of past years, nine European countries have entered into agreements with the United States to share costs of the educational exchange program. The total Western European contribution to the exchange program for 1967 was the equivalent of $1,453,280. Discussions on cost sharing were in process this year in other countries. (A list of the cost-sharing countries and their individual contributions is given in the appendix).

EXCHANGES WITH EASTERN EUROPE

U.S. Grantees to . . . 71
Foreign Grantees from . . 165
Total 236*

DESPITE DIFFERENCES on international issues, important cultural and educational bridges continued to be built during the year between the United States and the countries of Eastern Europe.

In April, for example, a new agreement was signed with Poland under which the United States can, when funds become available, initiate a 10-year program of English language teaching that will involve training and retraining of English language teachers and development of teaching materials. A main feature of the proposed program is a center for teaching English as a second language, to be established with a consortium of U.S. and Polish universities. Estimates are that implementation of the total program will enable some 2 million Poles to develop fair English-speaking capacity in 10 years' time.

Poland also continued its recent and growing interest in American Studies. This year Poland added a fourth visiting U.S. professor—a lecturer in linguistics, and for the first time nominated five advanced research scholars for study in the United States on American literature and linguistics. These scholars received grants for the 1967–68 academic year.

With both the Soviet Union and Romania, exchanges are arranged under specially negotiated agreements. In February 1967, for example, Romania and the United States announced the fourth renewal of the exchange agreement initiated in 1960. The new agreement permits a significant expansion of educational and cultural exchange not only of individuals but of publications and other cultural materials. While the program is still small compared to those of Western Europe, in 1967 it included four delegations to the United States of important economists and industrial planners—the first visits of this kind. An increasing interest in the teaching of English led to the first exchange of an American specialist in this field, and nomination for the first time of a Romanian teacher of *English for U.S. study. In 1967, for* the first time also, Romanian scholars were able to accept offers from American universities to each and carry out research. Two U.S. professors—one in English, one in American literature—continued to teach at Romanian universities.

The U.S.–USSR exchange agreement, of which the first was concluded in 1958, accounts for the largest and most varied exchange program between the United States and the East European area. It includes reciprocal exchanges of performing arts groups and science and industry delegations, as well as exchange of students and scholars and cultural figures. This year, for the first time since November 1965, the section of this agreement providing for the exchange of cultural figures was reactivated. Stanley Kunitz, poet, and Benjamin Lees, composer, visited the Soviet Union as American Specialists in the spring of 1967 under this arrangement.

Exchanges with Czechoslovakia, Romania, Hungary and Bulgaria are limited chiefly to selected students programmed through the Inter-University Committee on Travel Grants, and to professors and scholars exchanged through the American Council of Learned Societies.

Altogether in FY 1967, 163 students, teachers and scholars were exchanged by these agencies between the United States and the Eastern European countries, including the USSR.

A University of Kansas student theatre group, in a Bureau-supported project, visited Bulgaria for the first time this year in its tour of Eastern European countries, with performances of scenes from several American plays. Their visit gave occasion for the first contact between U.S. and Bulgarian drama students.

In Bulgaria, interest in science exchanges was particularly in evidence this year. Pressures to exceed the agreed-upon number of

*73 additional Americans traveled to the USSR under arrangements with the Inter-University Committee on Travel Grants, which received a grant-in-aid from the State Department; 68 additional East Europeans traveled to the United States under these same auspices. With these additions, the full total would be 392.

exchange scholars in science led the Bulgarian Academy of Sciences to explore the conclusion of new agreements. Bulgaria sent two science teachers to the United States to take part in the National Science Foundation's Summer Institutes.

For Yugoslavia, 1967 was the first full year of operations of the new binational program set up in late 1964 under the Fulbright-Hays Act. It was also the first year that American professors were invited to teach rather than to do only research at Yugoslav universities. A long-range planning team for binational exchange, one of the first sent out by the exchange program, went to Yugoslavia in November 1966 for three weeks. The U.S. team of educators was headed by Paul R. Hanna, Professor and Director of the International Development Educational Center of Stanford University. This group met with its Yugoslav counterpart team of six, headed by Dr. Dragutin Frankovic, Professor and Director of the Yugoslav Institute for Educational Research in Belgrade. The teams' report emphasized the need for cooperation and joint research between scholars and educators of countries, and singled out special fields, particularly that of educational development, for special attention in future exchange programming.

EXCHANGES WITH AFRICA

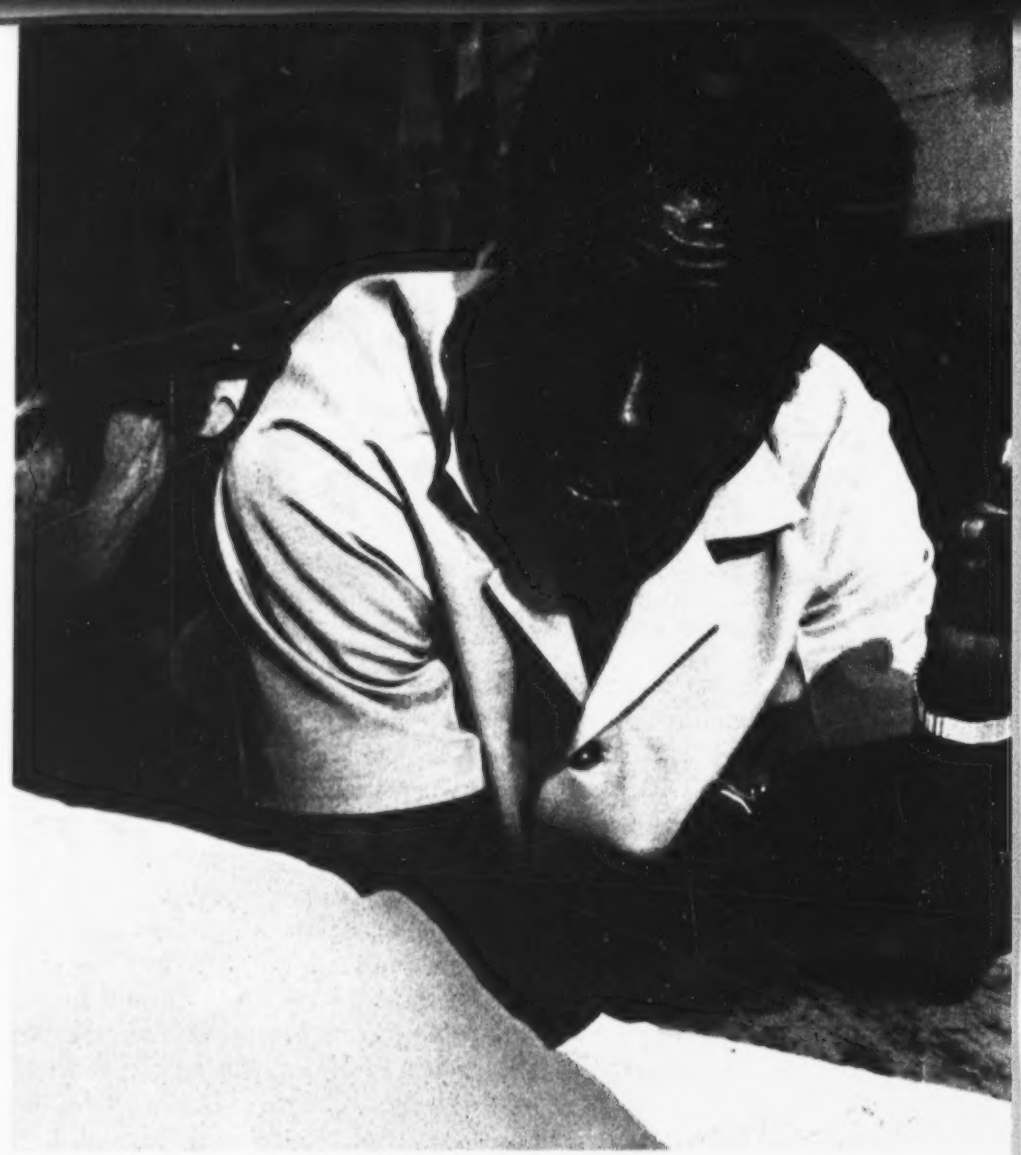
U.S. Grantees to . . . 49
Foreign Grantees from . . 432
Total 481

THE AFRICAN student exchange program, unlike that in any other area, is largely devoted to undergraduates (65% in 1967). The reason is twofold: on the one hand, many countries of Africa, particularly the newer and smaller ones, have few universities and limited course offerings; and at the same time, recent independence has created an intense need and demand for education and educated leadership. The United States and other countries—chief among them Great Britain, France, Germany and the USSR—have responded by providing undergraduate training.

In 1967 the Bureau of Educational and Cultural Affairs spent 54% of its African budget for exchange of students. To get further assistance for such exchange, this past year the Bureau worked out an arrangement under which the Agency for International Development would provide grants for students taking so-called "development" studies such as medicine, engineering and agriculture, while the exchange program would support students in the social sciences and humanities. On July 1, 1967 under this arrangement, AID took over the support of 113 African students out of the 934 sponsored by the Bureau during the 1967 fiscal year. As African countries build and expand their universities, more exchange program grants can go to graduate students (a trend already being felt) and to other types of exchange.

Somewhat more than half of all African students brought as exchange grantees to the United States come under the Southern African Student Program. This program was initiated by the Bureau in 1961, at the request of President Kennedy, to provide training opportunities for students who have leadership potential but who, because of racial policies in areas of southern Africa, have no access to higher education. Lincoln University in Pennsylvania and the University of Rochester receive these students on arrival and prepare them, with remedial and language work as necessary, for entrance to other U.S. colleges and universities.

Although relatively few American academic grantees—only 49 in 1967—go to Africa because of the lack of university facilities, American professors went for the first time in 1967 to universities in Nairobi, Abidjan, the Cameroons and Rwanda, and for the first time in several years to Dakar. In cooperation with the SAILER (Staffing of African Institutions of Legal Education and Research) program, begun in 1962 with Ford Foundation sponsorship, the Bureau's exchange program in the past year has provided a professor of law in Ethiopia and one in Tanzania, and helped bring four outstanding young law graduates to the United States for further study. Professor Kenneth R. Redden, for example, of the University of Virginia



Victor Kayonde Dorgu, newsman from Nigeria, visits with U.S. reporters
Credit: *Daily Herald-Telephone*

Law School, concluded in June 1967 a three-year stay at the School of Law of Haile Selassie I University, where he helped in developing studies in constitutional and administrative law and in preparing the first issues of the *Journal of Ethiopian Law*. In addition, some distinguished short-term U.S. professors in political science, government and international relations have visited various African countries under the American Specialist program. The new law school at the University of Zambia has as its dean a former grantee, and another former grantee is on the staff, as well as two American professors of law.

While few U.S. students go to Africa as regular U.S. Government grantees, in 1967 ten American students were enrolled in the University of Tunis and the University of Algiers under a special program jointly sponsored by the Experiment in International Living, the University of Southern California and the State Department.

An important emphasis of the exchange program in Africa, in terms of numbers of grantees, has been on bringing outstanding leaders and young potential leaders to the United States. In many of the African countries men and women now in leadership positions were educated in Europe or under colonial rule; their knowledge of the United States has been limited or at best second-hand. A "leader" grant for a short-term study and observation tour of the United States has proved a valuable introduction to a country with which new African nations now have increasing relationships. A 1967 tally of the distinguished Africans whom the exchange program had brought to the United States in recent years as "leader" grantees included two prime ministers, two presidents, one vice president, 87 ministers, and five secretaries of state. During the year under review, special emphasis was placed on parliamentarians, and about 20 came to the United States from the Somali Republic, Niger and Tanzania.

Also stressed this year, as in previous years, were the visits of student leaders on the so-called "educational travel" grants for groups of young people with potential leadership ability. In 1967 130 students from 20 countries came to the United States for summer visits on such grants, about half of them directly from Africa, and about an equal number from England, France or other "third" countries during their summer vacations from university studies in those countries. These students were given a brief academic program, then an escorted study-observation visit in the United States, which included exposure to the poverty program and to civil rights problems and activities as well as U.S. universities, farms, industries, schools, and smaller communities. The record shows that many of these young people on their return find themselves very much sought after with job opportunities.

The Middle East crisis at the end of the year under review affected the exchange program with the Sudan, Mauritania and Algeria, all of which broke diplomatic relations with the United States. For example, in the Sudan, the UCLA-Northwestern University agreement with the University of Khartoum was terminated. This agreement had constituted a major part of the exchange program's activity in the Sudan. Algeria expressly asked that cultural exchanges be continued. A cultural agreement between Morocco and the United States was signed in Washington in February 1967, on the occasion of the visit of King Hassan II.

EXCHANGES WITH NEAR EAST–SOUTH ASIA

U.S. Grantees to . . . 286
Foreign Grantees from . . 717
Total 1,003

THE EXCHANGE program in the Mediterranean end of this immense and diverse area, which stretches from Greece to the Burma border, was inevitably affected by the political tensions and the ultimate open conflict between Israel and the Arab states. In some countries elsewhere in the region, political events also had a bearing on the year's program.

The Indian national elections of early 1967 brought about a temporary slowdown of exchange of leaders and specialists, since potential grantees were understandably reluctant to leave during this important quinquennial event. The elections brought some distinguished former grantees into considerable prominence. Dr. Zakir Hussain, the new President of India, was a grantee in 1951; and the new Deputy Prime Minister, Morarji Desai, came to the United States on an exchange grant in 1962. Several former grantees are now ministers in the state governments. A count of the new members of the Indian Parliament shows that 15% have studied in the United States, although not all of them did so under exchange program grants. The election, which has focused attention on the relations of the Indian states with the Central Government has considerably increased interest in the U.S. political structure, particularly U.S. federal-state relations.

Both in Turkey and Pakistan the educational exchange agreements were under revision throughout most of the year. In Pakistan arrangements were made only in late June to continue the program, so that exchanges were very limited during the 1967 fiscal year. In Turkey leaders awarded grants during the year under review began to travel only after July 1, 1967. While exchanges continued normally throughout the year in Greece, the political coup toward the end of the year led to the postponement of a visit by a team of American educators to explore long-range plans for educational exchange.

When the Israeli-Arab conflict broke out in early June, there were 60 U.S. lecturers, with their families, in the countries involved on one or the other side of the conflict. All were evacuated. Since the conflict came at the close of the academic year, only a few—six to seven—required reassignment to other countries. In the United States the 30 exchange teachers, research scholars and lecturers who had been scheduled to leave for countries involved in the conflict in the Middle East were reassigned, principally to Europe and the Far East. Arab student grantees in the United States, except for the few who elected to leave, had their grants renewed for the 1967–68 academic year. All new exchange activity was suspended in those countries which severed diplomatic relations with the United States.

In India, which has the fifth largest exchange program in the world with the United States—a program conducted since 1950—the cumulative effects have become increasingly visible. American Studies, for example, have made considerable headway. Where in 1956 only one Indian university offered a course in American literature, now 55 universities offer study in American literature, history and political science. If present efforts continue, in a few years it will be possible to get both an M.A. and Ph.D. in India in American literature. The exchange program has been a major factor in these developments. Through June 1967 the binational commission in New Delhi had given exchange grants to 64 Indian teachers for study in American literature in the United States, and 29 in American history, and provided India with 44 U.S. professors in American liter-

ature and 30 in U.S. history. The commission also has had a long-standing series of summer seminars in American literature, history and civilization. During the year under review, in the hill stations of North and South India, there were five summer seminars for teachers, Ph.D. candidates and senior professors in American Studies.

The American Studies Research Center, founded in 1962 largely as a result of interest evoked by these summer seminars, continued to make excellent progress during the year. It now has the principal Indian research library in the field of American civilization. This Center is now operating in buildings provided by Osmania University at Hyderabad, and its operating expenses are largely met by funds from the Bureau of Educational and Cultural Affairs. As of September 1967 it had paid memberships for 704 individual Indians and 28 Indian universities. It awards research fellowships, study grants and grants-in-aid, and holds seminars on American Studies.

Specialized study institutes funded largely by the United States have in recent years become an important characteristic of scholarly and educational research activity by Americans in the Near East and South Asian areas. In India (1962), Egypt (1963), Turkey (1963), consortia of U.S. universities have formed such institutes to provide a focus and center of contact for Americans studying these countries and their cultures. During 1967 an American Institute of Persian Studies was incorporated which, when it becomes active, should hold considerable promise for future research in Iran. The Bureau of Educational and Cultural Affairs has in many cases contributed to the support of such institutes as one means of providing fellowships and building up knowledge and understanding of these areas among U.S. scholars. In 1967, however, because of budget restrictions, the Bureau reduced its grant to the American Research Center in Egypt. The American Institute of Indian Studies in Poona this year had as members 27 U.S. colleges and universities; the State Department has provided funding of over $2.5 million for the 1962–68 period. The Institute conducts an extensive advanced fellowship program and a doctoral program, and supports symposia and publications. In 1967 it cooperated in plans for the establishment of a counterpart American Institute of Ceylonese Studies which is expected shortly to begin conducting a limited program in Ceylon.

The Cincinnati Symphony Orchestra plays in the ancient Herod Atticus theatre below the Acropolis

EXCHANGES WITH EAST ASIA AND THE PACIFIC

U.S. Grantees to . . . 266
Foreign Grantees from . . . 886
Total 1,152

PROBABLY THE most important single event for the exchange program in the Far East was the resumption of exchange with Indonesia in November 1966 after a break of nearly two years. Although the initial exchanges were limited—an exchange of a few distinguished Americans and Indonesians in cultural and educational fields—both the U.S. and Indonesian Governments welcomed this renewal of relationship.

The three largest programs in the area have long been those with Japan, Australia and the Philippines in that order, and they continued to be so during 1967 in spite of overall budget cuts. This year the emphasis by both Japan and Australia on sending advanced research scholars to the United States was again marked. Japan alone sent more research scholars to the United States than any country in the world except Great Britain—an indication of the high level of development and education Japan has achieved.

In Japan, the Philippines and Australia American Studies have become a basic part of university curricula, and the interest in American Studies continues to spread to other countries of the area. The first South-East Asian regional seminar on American Studies, sponsored by the binational commission in Thailand and held in Bangkok in 1967, brought 37 Asian professors with interest in American Studies from Japan, the Philippines, Australia, Taiwan, Malaysia, and Korea as well as Thailand itself. Five U.S. professors, provided by the exchange program, came to participate in the seminar. In the summer of 1967 Japan held its 16th annual American Studies seminar for 120 Japanese faculty members. The seminar had a somewhat regional character since several participants came from Korea and Viet-Nam as well. In the Philippines the fourth annual American Studies Seminar, arranged by the binational commission, was for the first time co-sponsored by the University of the Philippines and met jointly with the Philippine Association for American Studies in June 1967.

English language training is a predominant educational interest of the area, particularly of South-East Asia. English is not only increasingly used as the language of commerce in the region, but a growing number of scholarships for advanced study is offered by Australia, New Zealand and the East-West Center in Hawaii, as well as by the United States and Great Britain. The demand for English language instruction is "almost unlimited", according to one recent account. In Laos, for example, English language teaching is the main focus of the exchange program, with 11 American teachers this year, some of them with earlier Peace Corps experience, working in high schools and binational centers. Despite heavy student enrollments and administrative problems, 12 American teachers of English managed in Viet-Nam this past year to contribute to beginnings of change toward modern English language instruction.

The first long-range planning team to go to the Far East went to Thailand in April 1967. The U.S. team of three educators, headed by Cole S. Brembeck, Director of the Institute of International Studies at Michigan State University, met with a counterpart team of four Thais of which Dr. Kamhaeng Balankura, Secretary-General of the Thailand National Education Council, was chairman. One of the most important of their joint recommendations urged emphasis on training more junior level professors to prepare for the immense and growing influx of university students. Another was to plan over a long period to link American and Thai universities in meaningful programs of mutual development. Two other planning teams were being readied to go to the Philippines and Korea in the 1967–68 academic year.

Several other moves were made to establish professional ties between U.S. and Far Eastern universities and colleges in the year under review. As a result of the U.S.-Japanese conference on cultural and educational interchange in the spring of 1966, "sister committees" were set up during the year under review in the United States

Newly arrived Makoto Sunagawa models his Japanese robe at a get-acquainted picnic in Kansas

and Japan to plan an extensive joint research project in the social sciences. Japan has now contributed $15,000, and the Bureau has agreed to make a contribution for the early phases of this unusual joint project. During the year Japan also contributed financially for the first time to the East-West Center program for Japanese teachers. In Singapore proposals went forward on planning a sister university link with an American university. In Hong Kong the affiliation between the University of California at Berkeley and the new Chinese University, whose vice-chancellor is a former Berkeley professor, was extended after a successful two years of operation.

TABLES

		Page
1.	Exchanges With Each Country	42
2.	Fields of Interest by Geographic Area	46
3.	Distribution of Grantees in the United States	48
4.	Total Participants in the Program, 1967	48
5.	Total Funds Obligated, Fiscal Years 1963–67	49
6.	Sources of Funds, Fiscal Years 1966 and 1967	49
7.	Women Grantees	49
8.	Expenditures by Country	50
9.	Countries With Cost-Sharing Agreements	50

APPENDICES

A.	Performing Arts Groups and Athletic Teams Abroad	51
B.	Educational Institutions and Agencies Cooperating With the Exchange Program	52
C.	National Policy Statement on International Book and Library Activities	53
D.	Exchange Visitor Programs Designated	54

TABLE 1

EXCHANGES WITH EACH COUNTRY, 1949–1967

(Arrivals Only)

November 15, 1967

Area and Country*	U.S. GRANTEES														FOREIGN GRANTEES																U.S. AND FOREIGN TOTALS	
	Academic								International Visitors				U.S. totals Cumulative		Academic								International Visitors						Foreign totals Cumulative			
	University students		Research scholars		Teachers		University lecturers		Educational travel		Specialists				University students		Research scholars		Teachers		University lecturers		Educational travel		Specialists		Leaders					
	1949–1966	1967	1949–1966	1967	1949–1966	1967	1949–1966	1967	1958–1966	1967	1949–1966	1967	Total 1967	1949–1967	1949–1966	1967	1949–1966	1967	1949–1966	1967	1949–1966	1967	1957–1966	1967	1949–1966	1967	1949–1966	1967	Total 1967	1949–1967	1967	1949–1967
LATIN AMERICA																																
Argentina	58	10	9		14		65	11	7		13	1	22	188	305	30	38	1	117	8	17	3	144	16	96	6	309	25	89	1,115	111	1,303
Barbados					2									2	2				1	2			1		5	1	1	1	4	14	4	16
Bolivia	22	2	1		6	2	13	1			4	1	6	52	97	15	19		166	10	2		376	22	13	5	106	29	81	860	87	912
Brazil	96	16	15	4	76		117	7	5		65	4	31	405	536	36	92	12	281	24	25	4	610	77	135	11	372	68	232	2,263	263	2,668
Chile	84	13	10		16		81	8			18	3	24	233	336	23	31	4	184	8	16	2	47	5	23	4	189	16	64	890	88	1,123
Colombia	55	8	2		170		112	12			22	1	21	382	277	27	20	1	177	13	1	15	280	42	39	12	147	10	120	1,061	141	1,443
Costa Rica	28	2			3		13	1			3	1	4	53	65	1			85	5		1	291	23	23	1	61	1	32	562	36	615
Cuba	8				6		13				6			33	93				48		1		5		7		40			158		191
Dominican Rep.	11										8	2	2	21	55	8			32	5		1	71	28	13	1	35	42	85	288	87	309
Ecuador	28	7	1		10		51	7			22	2	16	128	137	7	11		168	23	4		299	28	31	4	107	25	89	827	105	955
El Salvador	2				1	1	14				1	5	6	24	36	3	7		77				322	10	22		45	5	18	522	24	546
Guatemala	50	10			1		23	1			10		11	106	67	2	1		230	18	6		537		89	10	115	18	48	1,091	59	1,195
Guiana (French) and Surinam											1			1	2				1							1	5		1	9	1	10
Guyana					6			2			2		2	10	28	6			11	1			1	2	19	3	17	4	16	90	18	100
Haiti	18				2		12				6			38	69	2			44	5	1		11		19		12	4	11	167	11	205
Honduras	8				6	1	11	3			4	2	6	35	54	3	3		101	3			120	16	12		43	6	28	361	34	396
Honduras, Brit.															6				14				2		9	3	15	2	5	48	5	48
Jamaica	3	2	14		7		10	1			9	2	5	48	6		5		7	1	1		16	2	26	6	16	3	12	88	17	136
Mexico	81	6	1			4	152	17			55	16	43	332	287	20	28	3	464	31	16		914	102	66	12	132	2	170	2,072	213	2,406
Nicaragua	11	2			5	3	12	1			1		6	35	77	7	1		52		1	1	78	10	19		38	2	20	295	26	330
Panama	8						12	1			12	3	4	36	67	5	2		97	2	2		42	2	13	2	40	1	12	307	16	343
Paraguay	5		3		6		13	1			6		1	34	88	7	8		73	3			37	5	20		56	10	25	321	26	355
Peru	73	10	25		15	2	106	11			3	1	24	248	178	18	70	2	146	19	9	2	305	37	17		98	13	91	884	115	1,132
Trinidad and Tobago	2	1	1		1		10	4				1	6	20	24	1	2		3				11		19	1	13	6	8	82	14	102
Uruguay	14	8	4		5	1	34	13			9	2	27	91	101	8	27	5	117	4	2		326		41	3	82	11	31	719	58	810
Venezuela	60	10			1		23		9		30	5	13	136	49	11	7		121	14	3		313	56	31	3	143	35	119	786	132	922
West Indies:																																
British (incl. Bahamas)	1		5		25						7			38	23	1	4		24		2		16		25		18		1	117	1	155
French Antilles					3									3					5				23		7		13	6	6	47	6	50
Netherlands Antilles											2			2					2						2	1			1	5	1	7
Multicountry							7	2		6	203	18	28	238																	28	238
TOTAL	735	107	91	4	387	14	907	104	21	6	520	71	206	2,967	3,048	238	377	33	2,801	203	104	29	5,198	476	844	90	2,279	344	1,413	16,064	1,719	19,031
WESTERN EUROPE																																
Austria	546	28	80	5	71	3	107	9			8		45	857	830	39	164	8	99	6	65	8	3		47	6	230	4	69	1,501	114	2,358
Belgium	268	10	63	5	57	7	44	3			3		20	451	695	17	126	4	108	10	23	7	3		10	3	151	15	50	878	70	1,329
Canada																									1		71	7	7	79	7	79
Denmark	227	10	93	6	34	3	115	8			4		27	500	544	24	195	6	84	3	52	3			31	6	140	4	45	1,088	72	1,588
Finland	96	5	57	5	58	8	155	8			14	4	30	410	719	25	197	16	245	9	23	1	40		160	4	613	12	73	1,907	103	2,317
France	3,846	188	385	12	460		308	25			29	3	229	5,234	3,642	190	614	56	666	48	209	36	35	9	168	13	540	26	358	6,272	587	11,506
Germany	2,647	155	257	18	475	38	374	24			596		235	4,584	5,132	111	547	29	833	30	133	6	39		233	17	5,431	20	221	12,560	456	17,144
Gibraltar																			2											2		2
Iceland	12	3	5		6	2	10	1	3		25		6	67	112	10	5		43	4			3		74	2	127	2	18	382	24	449
Ireland	20	2	13	1		2	37	7			2		12	85	68	19	21		200	40	3		6		29		16	1	59	401	71	486
Italy	1,549	63	374	19	529	23	289	17			18	1	123	2,882	1,316	64	639	31	337	10	108	8	3		68	5	450	22	160	3,121	283	6,003

*See last page of table.

TABLE 1—Continued

EXCHANGES WITH EACH COUNTRY, 1949–1967

(Arrivals Only)

Area and Country*	U.S. GRANTEES														FOREIGN GRANTEES																		U.S. AND FOREIGN TOTALS	
	Academic								International Visitors				U.S. Totals Cumulative		Academic								International Visitors						Foreign Totals Cumulative			
	University students		Research scholars		Teachers		University lecturers		Educational travel		Specialists				University students		Research scholars		Teachers		University lecturers		Educational travel		Specialists		Leaders					
	1949–1966	1967	1949–1966	1967	1949–1966	1967	1949–1966	1967	1950–1966	1967	1949–1966	1967	Total 1967	1949–1967	1949–1966	1967	1949–1966	1967	1949–1966	1967	1949–1966	1967	1957–1966	1967	1949–1966	1967	1949–1966	1967	Total 1967	1949–1967	1967	1949–1967
Luxembourg			1		2		1				4			8	42	1	2		12	1					7	1	21	1	4	63	4	91
Malta	1		3		4		7	1					1	11	9				15						4		7	1	1	38	2	47
Netherlands	451	19	194	5	211	5	151	7			7	1	35	959	829	32	294	7	135	6	67	3	2		79	6	135	5	59	1,570	94	2,529
Norway	299	1	142	5	54	1	88	5			1	1	21	405	1,029	42	321	13	157	4	58	2	1		51	5	149	7	71	1,630	94	2,443
Portugal	15	4	11	2	1		12	2					9	51	54	11	19	4	27	1	3		14		11		40	13	20	244	38	295
Spain	167	36	59	7	214	21	109	15			9		79	617	319	26	40	3	53	12	45	7	57		26	6	126	10	64	738	143	1,375
Sweden	36	6	11	2	8	1	43	4			13		13	126	124	9	84	7	53	4	30	2	2		101	9	113	7	38	545	51	671
Switzerland							10				1			11	11		1		1		1		2		9		52	2	2	79	2	93
United Kingdom	2,113	90	353	16	1,731	85	344	20			17	5	216	4,709	2,483	117	1,247	71	1,749	80	565	30	5	1	79	4	429	16	328	6,805	544	11,664
Multicountry[1]			1		81		1				160	15	15	278																	15	278
TOTAL	12,293	628	2,016	109	4,094	102	2,208	157	3		916	30	1,116	22,550	17,677	746	4,480	251	4,836	277	1,424	102	216	10	1,183	84	8,754	181	1,651	40,225	2,767	62,784
EASTERN EUROPE AND YUGOSLAVIA[1]																																
Bulgaria		1									4		1	5	1			2	2	2						3	9		7	19	9	29
Czechoslovakia											3			3			1		1	1					12	8	1	1	10	25	10	29
Hungary											1			1													2			3		4
Poland	41	8	1		1		23	2	4		51	15	25	166	66	20	56	15	25	8	5	1	6	2	60	9	52	4	98	320	84	515
Romania	9	3	4	2			4	3			4	2	10	31	23		3	11			2	1			1	1	7		13	50	23	81
U.S.S.R.											59	4	4	63											1		2	2	2	6	2	69
Yugoslavia	4	5	7	2			19	6			25	11	24	79	51	27	32	12	10	3	7	3	6		124	14	140	13	73	452	87	531
Multicountry											14	7	7	21																	7	21
TOTAL	54	17	12	4	1		46	11	4		211	38	71	309	141	47	92	41	38	14	15	5	12	2	198	35	223	21	163	684	238	1,273

[1] Includes grants to both Western and Eastern Europe and Yugoslavia for the period 1949–1964.

[2] In addition, the following exchanges were arranged, under State Department sponsorship and through the Inter-University Committee on Travel Grants, with the U.S.S.R., Bulgaria, Czechoslovakia and Hungary:

METG EXCHANGES WITH EASTERN EUROPE

United States					Foreign				
Country	Students	Research Scholars	Teachers	Total	Country	Students	Research Scholars	Teachers	Total
U.S.S.R.	30	4	27	61	U.S.S.R.	30	12	27	69
Bulgaria		2		2	Bulgaria		5		5
Czechoslovakia	3	2		5	Czechoslovakia		6		6
Hungary	1	4		5	Hungary		3		3
Total	34	12	27	73	Total	30	26	27	83
					Grand Total	64	38	54	156

TABLE 1—Continued

EXCHANGES WITH EACH COUNTRY, 1949–1967

(Arrivals Only)

Area and Country*	U.S. GRANTEES: Academic: University students 1949–1966	1967	Research scholars 1949–1966	1967	Teachers 1949–1966	1967	University lecturers 1949–1966	1967	International Visitors: Educational travel 1950–1966	1967	Specialists 1949–1966	1967	U.S. totals Cumulative: Total 1967	1949–1967	FOREIGN GRANTEES: Academic: University students 1949–1966	1967	Research scholars 1949–1966	1967	Teachers 1949–1966	1967	University lecturers 1949–1966	1967	International Visitors: Educational travel 1957–1966	1967	Specialists 1949–1966	1967	Leaders 1949–1966	1967	Foreign totals Cumulative: Total 1967	1949–1967	U.S. AND FOREIGN TOTALS: 1967	1949–1967
AFRICA																																
Algeria	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Angola	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Botswana	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Burundi	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Cameroon	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Canary Is.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Central African Republic	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Chad	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Congo—Brazzaville	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Congo—Kinshasa	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Dahomey	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Equatorial Guinea	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Ethiopia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
French Somaliland	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Gabon	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Gambia, The	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Ghana	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Guinea	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Ivory Coast	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Kenya	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Lesotho	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Liberia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Libya	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Malagasy Republic	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Malawi	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Mali	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Mauritania	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Mauritius	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Morocco	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Mozambique	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Niger	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Nigeria	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Portuguese Guinea	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Rwanda	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
St. Helena	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Senegal	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Seychelles Is.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Sierra Leone	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Somalia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
South Africa	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Southern Rhodesia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Southwest Africa	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Sudan	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Swaziland	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Tanzania	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Togo	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Tunisia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Uganda	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Upper Volta	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Zambia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Multicountry	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
TOTAL	80		53	1	147	6	130	27	35		163	20	48	667	1,354	74	49		150	13	18		324	133	516	75	1,788	136	432	3,924	481	4,627

TABLE 1—Continued

EXCHANGES WITH EACH COUNTRY, 1949–1967

(Arrivals Only)

Area and Country*	U.S. GRANTEES														FOREIGN GRANTEES														U.S. AND FOREIGN TOTALS	
	Academic								International Visitors				U.S. totals Cumulative		Academic								International Visitors						Foreign totals Cumulative	
	University students		Research scholars		Teachers		University lecturers		Educational travel		Specialists				University students		Research scholars		Teachers		University lecturers		Educational travel		Specialists		Leaders			
	1949-1966	1967	1949-1966	1967	1949-1966	1967	1949-1966	1967	1958-1966	1967	1949-1966	1967	Total 1967	1949-1967	1949-1966	1967	1949-1966	1967	1949-1966	1967	1949-1966	1967	1957-1966	1967	1949-1966	1967	1949-1966	1967	Total 1967	1949-1967	1967	1949-1967
NEAR EAST AND SOUTH ASIA																																
Aden											1			1	10	6			1						2		1		20	6	21
Afghanistan	3	2			7		15	5			11		7	43	63	20	2	1	11				11		4		29	2	23	143	30	186
Ceylon	17	2	4				53	9			9		2	83	173	11	15	3	61	1	5				29		18	1	31	373	38	496
Cyprus					1	1	8				1	1	2	12	66	19	1		39	2					3		2		28	158	28	239
Greece	129	4	34	2	315	8	82	9			22	1	21	623	767	47	108	3	107	9	7	2	10		68	2	184	6	69	1,325	90	1,948
India	340	49	197	18	159	1	318	22			123	2	98	1,239	1,963	117	223	24	290	21	101	9	12		323	25	319	38	244	3,075	340	4,314
Iran	17	2	6	2	99	5	79	12			10	2	23	194	172		64	6	342	14	1	1	4		102		127	3	23	735	48	929
Iraq	1		13		19		104	2			11	3	5	153	139	4	14								16	2	63	3	9	244	14	397
Israel	10	2	30		8		79	13			19	9	18	170	89	13	67	9	21	1	12		6		73	2	45	3	31	344	60	514
Jordan	4				3		9	4			5	1	5	30	105	8			4				1		8	2	67	3	13	216	18	342
Kuwait																									1		1		2	3	2	3
Lebanon	1		1		4		33	5			37	3	8	79	3	6	2		9	2	6		24		45	1	77	4	11	175	19	254
Nepal	1	1	4	2	3		6				3		3	17	90	12	10		27	6	2	1			5		10	1	10	124	23	141
Pakistan	17	2	17		25		201				33	1	9	298	781	49	48	2	118	12	10	3	8		104	1	183	1	69	1,329	71	1,627
Saudi Arabia							13				2			15	4				2						9		5			24		39
Syria					11	2	38	5			6		2	80	20	1			2		2		1	11	32	1	54	5	12	124	23	204
Turkey	29	7	11	2	93	11	103	13			32	2	15	315	441	37	100	13	77	5	15		10		60	2	108	5	62	882	97	1,197
United Arab Rep.	54	4	38		6		155	24			20	5	13	306	536	35	102	10	73		28		4		63	6	141	5	16	1,003	69	1,309
Yemen					2									2	32	7									1		6	4	11	60	11	92
Multicountry											91	13	13	104																	13	104
TOTAL	635	74	375	28	717	28	1,294	116			421	42	286	3,728	5,020	389	755	69	1,073	79	198	15	91	11	1,040	53	1,503	101	717	10,389	1,003	14,117
EAST ASIA AND PACIFIC																																
Australia	288	16	155	10	108	8	170	15			9	1	90	780	458	33	290	25	105	13	81	2	4	3	19	1	135	8	85	1,237	135	2,017
Brunei																														1		1
Burma	18		20		50		74				7			169	239		42		67		3			24		116			520		689
Cambodia	1				42						2			50	81	2			12					5		25		2	135	2	185
China, Rep. of	28	3	110	1	3		70	10			7		14	236	137	23	68	4	61		28	3	1	3	67	9	89	11	52	552	88	740
Hong Kong	3	3	8		2		19	4			2	1	9	43	31	2	6		19	2			1	3	43	3	20	12	24	143	32	186
Indonesia					22	6	2				10		4	48	239	1	3		69		5		1		112	6	241	7	13	683	19	741
Japan	124	6	150	11	112	5	236	22			161	21	65	852	2,464	124	1,078	58	334	20	95	22	4	3	88	6	688	38	329	5,081	394	5,933
Korea	3	2	1		4		42	8			31		10	91	316	20	46	2	47	8	16	4	5	4	184	12	195	20	20	869	81	960
Laos					12	8					6	1	9	27	23				88						17	2	23	4	2	139	16	166
Malaysia	4	2	2		6		33	11			22		13	70	103	28	9	5	111	2	5		4	1	129	4	167	19	50	580	71	650
New Guinea				1	2								1	3	2										4		2			8	1	11
New Zealand	128	6	97	5	69	3	37	2			8		10	355	241	10	73	2	92	5	20	3	5	2	34	1	71	4	27	583	43	918
Pacific Islands																																
Brit. Solomon Is.																											1			1		1
Fiji Islands					3						1			6	1		1		5	3					3	1	9	6	8	22	8	31
Micronesia (Mariana, Marshall, Carolina Is.)					1									1					1						2		11	2	2	16	2	17
New Caledonia											1			1																	1
Tonga Island					2									2													1			1		3
Western Samoa															9										2		6		12	17		17
The Philippines	74	2	30	2	10		145	11			11	1	10	290	887	40	42	6	45	3	9	3	14	4	100	5	130	14	23	1,319	91	1,609
Singapore	2				2		2	1			8		1	20	31	3	8		21		1		1	1	8		29	3	14	150	15	179
Thailand	12	2	13		41		78	10			33	5	17	194	432	33	5		34	10	2		10	5	57	28	157	28	100	837	117	1,031
Viet-Nam			1		5	8	31	9			14	5	22	73	89	8	8		21		1		5	1	18	4	39	5	18	211	40	284
Multicountry							3	1	6	3	139	16	20	169																	20	169
MULTIAREA TOTAL	683	42	585	30	499	36	980	104	6	3	479	51	208	3,407	5,781	329	1,677	102	1,200	66	266	37	69	31	1,020	64	2,199	230	686	13,050	1,152	18,543
							4				439	20	20	483																	20	483
GRAND TOTAL	14,466	860	3,144	174	5,755	276	5,550	514	69	9	3,137	273	2,114	34,255	33,021	1,824	7,431	496	10,135	652	2,017	188	5,010	680	4,801	421	10,096	1,023	5,284	94,505	7,370	118,843

*When area and country names change, all past exchanges with that country are shown under the new name. For example grantees living in Rwanda-Urundi have been regrouped with Rwanda or Burundi depending on their home address at time of grant.

TABLE 2

FIELDS OF INTEREST BY GEOGRAPHIC AREA
JULY 1, 1966–JUNE 30, 1967

TOTAL EXCHANGES (ARRIVALS PLUS EXTENSIONS AND RENEWALS)

FIELD	LATIN AMERICA				AFRICA				WESTERN EUROPE				EASTERN EUROPE and YUGOSLAVIA				NEAR EAST and SOUTH ASIA				EAST ASIA and PACIFIC				MULTI-AREA		TOTAL			
	U.S. Grantees		Foreign Grantees		U.S. Grantees		Foreign Grantees		U.S. Grantees		Foreign Grantees		U.S. Grantees		Foreign Grantees		U.S. Grantees		Foreign Grantees		U.S. Grantees		Foreign Grantees		U.S. Grantees		U.S. Grantees		Foreign Grantees	
	Arrival	Ext. and renewal	Arrival	Ext. and renewal	Arrival	Ext. and renewal	Arrival	Ext. and renewal	Arrival	Ext. and renewal	Arrival	Ext. and renewal	Arrival	Ext. and renewal	Arrival	Ext. and renewal	Arrival	Ext. and renewal	Arrival	Ext. and renewal	Arrival	Ext. and renewal	Arrival	Ext. and renewal	Arrival	Ext. and renewal	Arrival	Total	Arrival	Total
HUMANITIES																														
FINE ARTS:																														
Archaeology	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Architecture	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Art, History of Art	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Music	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Theatre Arts	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Other	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Fine Arts, total	19		68	13	3		10	8	186	31	64	20	13		15	4	24	3	19	18	16	2	46	36	3		274	310	242	349
LANGUAGE AND LITERATURE:																														
East Asian	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
European	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Near Eastern	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Romance	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
U.S. and English	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Other	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Language and Literature, total	37	2	34	24	8		12	12	303	33	234	97	10		14	3	52	3	41	33	27	4	32	22			525	567	387	508
Library Science	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Linguistics, Philology	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Philosophy	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Religion	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
HUMANITIES, other	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
TOTAL	65	4	149	45	11		28	25	633	69	351	153	39		35	9	94	8	71	69	47	7	101	99	3	2	882	982	735	1,136
SOCIAL SCIENCES																														
Anthropology	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Business Administration	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Communications	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Economics	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Geography	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
HISTORY:																														
African	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
East Asian	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
European	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Latin American	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Near Eastern	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
U.S. and Civilization	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Other	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
History, total	32		35	1	4		136	20	72	1	94	9	6		1		19		9	13	26	1	27	15	1		160	162	322	360
Labor, Industrial Relations	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Law	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Manufacturing, Industry	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Political Science	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

FIELDS OF INTEREST BY GEOGRAPHIC AREA—TABLE 2 Continued

FIELD	LATIN AMERICA U.S. Grantees Arrival	LATIN AMERICA U.S. Grantees Ext. and renewal	LATIN AMERICA Foreign Grantees Arrival	LATIN AMERICA Foreign Grantees Ext. and renewal	AFRICA U.S. Grantees Arrival	AFRICA U.S. Grantees Ext. and renewal	AFRICA Foreign Grantees Arrival	AFRICA Foreign Grantees Ext. and renewal	WESTERN EUROPE U.S. Grantees Arrival	WESTERN EUROPE U.S. Grantees Ext. and renewal	WESTERN EUROPE Foreign Grantees Arrival	WESTERN EUROPE Foreign Grantees Ext. and renewal	EASTERN EUROPE and YUGOSLAVIA U.S. Grantees Arrival	EASTERN EUROPE and YUGOSLAVIA U.S. Grantees Ext. and renewal	EASTERN EUROPE and YUGOSLAVIA Foreign Grantees Arrival	EASTERN EUROPE and YUGOSLAVIA Foreign Grantees Ext. and renewal	NEAR EAST and SOUTH ASIA U.S. Grantees Arrival	NEAR EAST and SOUTH ASIA U.S. Grantees Ext. and renewal	NEAR EAST and SOUTH ASIA Foreign Grantees Arrival	NEAR EAST and SOUTH ASIA Foreign Grantees Ext. and renewal	EAST ASIA and PACIFIC U.S. Grantees Arrival	EAST ASIA and PACIFIC U.S. Grantees Ext. and renewal	EAST ASIA and PACIFIC Foreign Grantees Arrival	EAST ASIA and PACIFIC Foreign Grantees Ext. and renewal	MULTI-AREA U.S. Grantees Arrival	MULTI-AREA U.S. Grantees Ext. and renewal	TOTAL U.S. Grantees Arrival	TOTAL U.S. Grantees Total	TOTAL Foreign Grantees Arrival	TOTAL Foreign Grantees Total
Psychology	[illegible]	1	[illegible]	[illegible]			[illegible]	[illegible]	[illegible]		[illegible]	[illegible]			[illegible]		[illegible]		[illegible]	[illegible]	[illegible]		[illegible]	[illegible]	1		[illegible]	[illegible]	[illegible]	[illegible]
Public Administration	[illegible]		[illegible]	[illegible]		1	[illegible]	[illegible]			[illegible]	[illegible]			[illegible]		[illegible]		[illegible]	[illegible]	[illegible]		[illegible]	[illegible]			[illegible]	[illegible]	[illegible]	[illegible]
Social Science	[illegible]		[illegible]	[illegible]			[illegible]	[illegible]	[illegible]		[illegible]	[illegible]			[illegible]		[illegible]		[illegible]	[illegible]	[illegible]		[illegible]	[illegible]			[illegible]	[illegible]	[illegible]	[illegible]
Social Work and Welfare	[illegible]		[illegible]	[illegible]			[illegible]	[illegible]	[illegible]		[illegible]	[illegible]	[illegible]		[illegible]		[illegible]		[illegible]	[illegible]	[illegible]		[illegible]	[illegible]			[illegible]	[illegible]	[illegible]	[illegible]
Women Organizations & Activities			[illegible]	[illegible]	1		[illegible]	[illegible]			[illegible]	[illegible]			[illegible]				[illegible]	[illegible]	[illegible]		[illegible]	[illegible]			[illegible]	[illegible]	[illegible]	[illegible]
Youth Organizations & Activities			[illegible]	[illegible]	1		[illegible]	[illegible]			[illegible]	[illegible]			[illegible]		[illegible]		[illegible]	[illegible]	[illegible]		[illegible]	[illegible]			[illegible]	[illegible]	[illegible]	[illegible]
Sociology	14		[illegible]	[illegible]			[illegible]	[illegible]	19		[illegible]	[illegible]	[illegible]		[illegible]		[illegible]	1	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]			[illegible]	[illegible]	[illegible]	[illegible]
Statistics			[illegible]					[illegible]			[illegible]	[illegible]					[illegible]		[illegible]	[illegible]	[illegible]			[illegible]			[illegible]	[illegible]	[illegible]	[illegible]
Urban Housing, Planning			[illegible]	1					[illegible]		[illegible]	[illegible]							[illegible]	[illegible]	[illegible]		[illegible]	[illegible]			[illegible]	[illegible]	[illegible]	[illegible]
SOCIAL SCIENCES, other	2		[illegible]				1	4	[illegible]		[illegible]	[illegible]	1		1		8		[illegible]	[illegible]	[illegible]		[illegible]	[illegible]			[illegible]	[illegible]	[illegible]	[illegible]
TOTAL	120	5	728	84	16	3	332	156	231	2	989	196	22		43	1	97	6	250	241	109	2	402	170	16		619	627	2,344	3,192
AGRICULTURE FOOD SCIENCES																														
Agriculture	2		42	11			7	19	6		33	33			11		4		21	[illegible]	4		14	[illegible]	1		17	17	[illegible]	[illegible]
Food Technology			1	1				[illegible]			[illegible]	[illegible]			[illegible]				[illegible]	[illegible]				[illegible]					[illegible]	[illegible]
Home Economics, Dietetics				1	1		1	[illegible]	1		[illegible]	[illegible]					2	2	[illegible]	3	1		3	3			5	7	6	[illegible]
TOTAL	2		43	13	1		8	25	7		38	35			13		6	2	25	69	5		17	33	1		22	24	144	319
MEDICAL SCIENCES	16		44	12	5		6	21	12		81	57			8	1	9	1	41	69	3		41	77			45	46	221	449
NATURAL & PHYSICAL SCIENCES																														
Chemistry	12	1	[illegible]	15				[illegible]	[illegible]		[illegible]	[illegible]			10	6	[illegible]	1	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]			[illegible]	[illegible]	[illegible]	[illegible]
Earth Sciences	[illegible]		[illegible]				[illegible]	[illegible]	[illegible]		[illegible]	[illegible]					[illegible]		[illegible]	[illegible]	[illegible]		[illegible]	[illegible]			[illegible]	[illegible]	[illegible]	[illegible]
Life Sciences	[illegible]	1	[illegible]	10	2		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]			8	2	[illegible]	1	[illegible]	[illegible]	[illegible]	1	[illegible]	[illegible]			[illegible]	[illegible]	[illegible]	[illegible]
General Science, Science History			[illegible]			2	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]	[illegible]		[illegible]		[illegible]		[illegible]	[illegible]	[illegible]		[illegible]	[illegible]			[illegible]	[illegible]	[illegible]	[illegible]
Mathematics	[illegible]	1	[illegible]	13	[illegible]		[illegible]	[illegible]	[illegible]		[illegible]	[illegible]	[illegible]		[illegible]	1	[illegible]	1	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]	1		[illegible]	[illegible]	[illegible]	[illegible]
Physics	[illegible]	1	[illegible]	9	[illegible]	1	1	[illegible]	[illegible]		[illegible]	[illegible]			[illegible]	[illegible]	[illegible]		[illegible]	[illegible]	[illegible]		[illegible]	[illegible]			[illegible]	[illegible]	[illegible]	[illegible]
Space Sciences			[illegible]								[illegible]								[illegible]	[illegible]							[illegible]	[illegible]	[illegible]	[illegible]
NATURAL & PHYSICAL SCIENCES, other			[illegible]	2			2				[illegible]	[illegible]							[illegible]	[illegible]			2	2			[illegible]	[illegible]	[illegible]	[illegible]
TOTAL	37	4	49	58	5	3	6	62	108	4	206	211	2		27	10	66	3	164	313	66	1	134	200	1		241	256	580	1,319
ENGINEERING	10	1	108	65	1		3	66	24		129	95	1		11	6	9	1	77	169	7		34	65			52	54	353	839
EDUCATION																														
Administration and Supervision			[illegible]	[illegible]			[illegible]		[illegible]		[illegible]				[illegible]		[illegible]		[illegible]	[illegible]	[illegible]		[illegible]	[illegible]			[illegible]	[illegible]	[illegible]	[illegible]
General	2	1	[illegible]	[illegible]	[illegible]		[illegible]	25	[illegible]		[illegible]	8	1		[illegible]		[illegible]		[illegible]	[illegible]	[illegible]		[illegible]	[illegible]			[illegible]	[illegible]	[illegible]	[illegible]
Elementary and Pre-School			[illegible]		[illegible]		[illegible]		[illegible]		[illegible]								[illegible]	[illegible]	[illegible]		[illegible]	[illegible]			[illegible]	[illegible]	[illegible]	[illegible]
Secondary			[illegible]	1			[illegible]	1			[illegible]				1				[illegible]	[illegible]			[illegible]	1			[illegible]	[illegible]	[illegible]	[illegible]
Teacher Training			[illegible]				[illegible]	[illegible]	[illegible]		[illegible]	[illegible]			[illegible]				[illegible]	[illegible]	[illegible]		[illegible]	[illegible]			[illegible]	[illegible]	[illegible]	[illegible]
English As A Foreign Language	21	3	[illegible]	18	3		[illegible]	[illegible]	[illegible]	2	[illegible]	[illegible]			[illegible]	4	4		[illegible]	2	[illegible]	4	[illegible]	[illegible]			[illegible]	[illegible]	[illegible]	[illegible]
Physical			[illegible]				[illegible]	[illegible]	[illegible]		[illegible]	[illegible]			[illegible]				[illegible]	[illegible]	[illegible]		[illegible]	[illegible]			[illegible]	[illegible]	[illegible]	[illegible]
Remedial			[illegible]								[illegible]								[illegible]				[illegible]				[illegible]	[illegible]	[illegible]	[illegible]
Vocational			[illegible]				[illegible]	[illegible]			[illegible]								[illegible]				[illegible]				[illegible]	[illegible]	[illegible]	[illegible]
EDUCATION, other	2		19	3			[illegible]	[illegible]	4		9	3			1		6		[illegible]	8	4		[illegible]	14			16	16	[illegible]	[illegible]
TOTAL	25	4	253	33	5		47	37	56	7	156	22	1		26	4	15		83	68	43	5	119	52			145	156	730	912
AREA STUDIES	1			2				3	43	5	18	6			1		4	1	[illegible]	[illegible]		2	7	11			[illegible]	[illegible]	[illegible]	[illegible]
TRANSPORTATION	1		[illegible]						[illegible]		[illegible]								[illegible]	[illegible]			2	2			[illegible]	[illegible]	9	[illegible]
LIBERAL ARTS	19		2	10	5		2	26	[illegible]		1	1	6				8				8				1		48	48		
SPORTS																							27						27	27
OBSERVATION OF U.S.																														
NO REPORT			1	2				2			1	2							1	2			2	1					5	14
GRAND TOTAL	306	18	1,413	324	49	6	432	423	1,116	82	1,681	778	71		105	31	286	22	717	974	266	17	880	730	20	2	2,114	2,261	5,264	8,524

TABLE 3

DISTRIBUTION OF GRANTEES IN THE UNITED STATES 1952–1964; 1965, 1966 and 1967

Arrivals Only (Except for 1967)

STATE OR TERRITORY	Arrivals						Arrivals, extensions and renewals				Total arrivals	
	1952–1964		1965		1966		1967				1952–1967	
							From U.S.		To U.S.			
	From U.S.	To U.S.	From U.S.	To U.S.	From U.S.	To U.S.	Arrival	Ext. and re-newal	Arrival	Ext. and re-newal	From U.S.	To U.S.
Alabama	160	117	11	8	9	6	10		12	6	190	143
Alaska	15	6			2		2		1		19	6
Arizona	118	198	16	43	20	17	22	2	34	31	178	292
Arkansas	98	112	8	10	8	7	7		4	7	121	133
California	2,773	3,753	310	471	279	439	281	24	404	420	3,643	5,067
Colorado	315	744	33	79	38	95	31	4	78	65	417	996
Connecticut	673	1,075	77	95	47	70	59	4	56	77	856	1,296
Delaware	84	85	11	7	9	8	10	2	4	6	114	104
Florida	343	359	22	43	32	49	36	4	40	27	433	491
Georgia	219	308	19	30	16	27	24	1	34	20	278	399
Hawaii	101	24	10	13	9	5	17		9	3	137	51
Idaho	81	35	7	4	8	4	5	2	3	2	101	46
Illinois	1,290	3,000	125	230	103	184	122	12	202	242	1,640	3,616
Indiana	580	1,284	51	143	52	155	44	1	149	109	777	1,731
Iowa	372	582	33	68	31	60	23	2	49	66	462	739
Kansas	344	903	43	119	35	72	29		57	75	451	1,151
Kentucky	206	154	19	5	13	5	11	3	6	10	249	170
Louisiana	202	280	19	23	19	24	23	1	18	26	263	345
Maine	151	138	7	18	10	10	13		14	6	181	180
Maryland	459	551	58	42	46	43	39	1	34	56	602	670
Massachusetts	1,313	3,625	107	277	121	265	112	9	252	231	1,653	4,419
Michigan	1,005	2,301	138	191	91	164	73	4	191	131	1,307	2,947
Minnesota	660	1,040	61	91	53	101	57	4	55	78	831	1,287
Mississippi	109	31	13	5	6	7	7	1	3	6	135	48
Missouri	415	528	38	49	30	32	35	2	41	50	518	650
Montana	107	77	11	2	7	5	5		2	5	130	86
Nebraska	180	135	11	8	19	10	10	1	30	4	220	183
Nevada	43	9	3		2	1	4		1		52	11
New Hampshire	125	98	12	16	18	32	8		8	20	163	154
New Jersey	945	1,086	76	78	80	89	89	9	95	73	1,190	1,348
New Mexico	131	106	7	14	17	9	11		10	16	166	139
New York	3,721	5,392	352	496	370	517	310	17	410	440	4,753	6,815
North Carolina	407	558	43	55	33	57	32	2	53	54	517	723
North Dakota	78	31	4	2	12	7	3	1	7	4	97	47
Ohio	946	1,685	87	118	68	205	85	3	170	115	1,187	2,179
Oklahoma	230	238	9	24	16	19	14	3	44	30	269	325
Oregon	376	501	31	57	27	67	25		78	44	459	701
Pennsylvania	1,276	2,207	110	260	132	200	108	4	190	224	1,626	2,857
Rhode Island	169	268	15	27	14	24	11	1	24	35	209	343
South Carolina	136	99	10	15	12	22	9	2	8	10	167	144
South Dakota	102	51	7	1	6	4	6		2	2	121	58
Tennessee	259	367	23	39	20	30	21		23	25	323	459
Texas	581	1,183	63	154	80	119	77	10	141	79	901	1,597
Utah	146	212	13	11	22	23	11	1	7	10	192	253
Vermont	108	131	8	7	3	12	5		9	4	124	159
Virginia	405	325	34	20	37	27	31	4	36	24	507	408
Washington	483	948	55	92	38	64	44		52	96	620	1,161
West Virginia	105	67	11	10	5	4	6		7	9	128	88
Wisconsin	583	1,283	48	121	52	111	44		129	115	727	1,635
Wyoming	61	38	4	2	6	3	4	1	2	4	75	45
District of Columbia	405	686	35	81	49	82	37	3	100	77	526	929
Guam	3										3	
Puerto Rico	71	867	5	123	9	152	3		70	6	88	1,212
Virgin Islands	4		1				2				7	
Multistate		20,370		2,489		2,224			1,813	4		26,616
Residing or Assigned Outside of the United States	29	1	7		7		3	2		1	46	1
TOTAL	24,302	60,232	2,331	6,396	2,250	5,948	2,114	147	5,264	3,280	30,997	77,790
												108,747

1967 column reports arrivals, plus extensions and renewals, to show total exchange activity to or from a given state during this reporting period.

TABLE 4

TOTAL PARTICIPANTS IN THE PROGRAM, 1967

(Arrivals Plus Grant Extensions or Renewals)

	U.S. GRANTEES			FOREIGN GRANTEES			U.S. and foreign total participants
	Arrivals	Extension and renewal	Total U.S. participants	Arrivals	Extension and renewal	Total foreign participants	
Latin America and Caribbean	306	18	324	1,413	324	1,737	2,061
Western Europe	1,115	82	1,197	1,651	778	2,429	3,626
Eastern Europe	70		70	165	31	196	266
Africa	49	6	55	432	423	855	910
Near East-South Asia	288	22	310	717	974	1,691	2,001
East Asia and Pacific	286	17	303	886	730	1,616	1,899
Multi-Area	20	2	22				22
TOTAL	2,114	147	2,281	5,264	3,280	8,524	10,785

TABLE 5

TOTAL FUNDS OBLIGATED, FISCAL YEARS 1963-67

(DOLLARS)

PROGRAM ACTIVITY	1963	1964	1965	1966	1967	Percent change 1967 over 1966
EXCHANGE OF PERSONS:						
Exchanges with 135 countries and Territories	$34,891,473	$37,036,072	$37,546,828	$38,841,172	$34,413,499	
Assistance to High School (Teen-age) Exchanges	308,178	381,000	385,000	385,000	200,000	
Special Services for Non-grant Students	748,755	394,000	391,324	394,816	271,549	
Volunteers to America					73,000	
TOTAL, EXCHANGE OF PERSONS	35,948,406	37,811,072	38,323,152	39,620,988	34,958,048	−11%
SPECIAL EDUCATIONAL AND CULTURAL PROJECTS (Support to Overseas Institutes of American Studies, etc.)	5,359,334	2,696,124	1,775,684	1,088,107	720,549	−34%
AID TO AMERICAN-SPONSORED SCHOOLS ABROAD	4,603,791	4,734,724	3,173,000	3,176,638	2,899,931	−9%
CULTURAL PRESENTATIONS	2,822,255	2,859,241	2,438,997	2,774,140	1,608,397	−42%
MULTILATERAL ORGANIZATIONS ACTIVITIES	392,632	413,654	465,239	460,226	477,891	−0%
PROGRAM SERVICES COST	5,554,350	6,263,946	6,797,300	7,152,312	7,146,572	−0.8%
ADMINISTRATIVE EXPENSE	2,035,768	2,149,543	2,357,796	2,491,435	2,491,765	−0%
GRAND TOTAL	56,716,536	56,938,304	55,391,168	56,763,844	50,300,613	−11%

TABLE 6

SOURCES OF FUNDS PROGRAMMED, FISCAL YEARS 1966 AND 1967

(DOLLARS)

SOURCE OF FUNDS	1966	1967	Difference Increase (+) Decrease (−)
MUTUAL EDUCATIONAL AND CULTURAL EXCHANGE ACT APPROPRIATION	[1] $52,998,112	[2] $48,462,846	−$4,523,266
OTHER FUNDS AVAILABLE			
International Educational Exchange Activities (Special Foreign Currency Program Appropriations)	1,010,872	437,711	−573,161
Reserve Funds on Hand, Binational Educational Foundations and Commissions	591,165	1,239,520	+648,355
Special International Exhibitions (United States Information Agency transfer to State for Cultural Presentations)	21,169		
Contributions for Educational and Cultural Exchange (Private contribution for Cultural Presentations)		6,644	
Educational Exchange Funds, Payment by Finland, World War I Debt	429,193	361,589	−67,604
Foreign Government Contributions to Cost-Sharing Agreements	1,625,947	1,702,695	+76,748
Irish Counterpart Funds	99,386	89,608	−9,778
TOTAL OTHER FUNDS	3,777,732	3,837,767	+60,035
GRAND TOTAL	$56,763,844	$50,300,613	−$6,463,231

[1] Excludes $13,889 unobligated balance lapsing.
[2] Excludes $537,154 unobligated balance lapsing.

TABLE 7

WOMEN GRANTEES AS COMPARED TO TOTAL EXCHANGES

(Arrivals only)

1967 SEPARATE; 1952-1967 SUMMARY

YEAR AND AREA	Students		Lecturers and research scholars		Teachers		Leaders and specialists		Total	
	Women	All	Women	All	Women	All	Women	All	Women	All
1967										
U.S. GRANTEES										
ARA	47	113	9	108	5	14	7	71	68	306
AF	2	23	3	6	6	20	11	40	22	89
WE	280	620	12	206	60	192	1	30	341	1,116
EE	1	17		13			4	39	5	71
NEA	28	74	16	142	6	28	3	42	53	286
EA	7	45	13	134	8	36	5	31	33	206
Multiarea								23		20
TOTAL	343	877	52	658	90	276	26	273	511	2,114
FOREIGN GRANTEES										
ARA	153	714	8	62	91	203	65	434	317	1,413
AF	32	206			4	13	39	213	75	432
WE	183	756	45	353	129	277	63	265	420	1,651
EE	12	69	8	68	8	14	10	36	36	185
NEA	71	400	7	84	28	79	22	154	128	717
EA	80	289	16	139	13	66	97	327	146	886
TOTAL	531	2,484	82	684	273	652	296	1,444	1,122	5,284
1967 GRAND TOTAL	874	3,361	134	1,372	363	928	262	1,717	1,633	7,370
1952-1967 SUMMARY										
U.S. GRANTEES										
ARA	310	813	98	1,041	217	388	61	643	686	2,885
AF	43	111	12	202	39	136	19	190	123	639
WE	2,917	11,148	248	4,021	1,088	3,617	109	632	4,353	19,613
EE	12	74	3	73		1	15	239	30	387
NEA	198	648	243	1,724	248	705	62	552	729	3,649
EA	154	677	190	1,580	240	612	46	509	630	3,378
Multiarea		1	1	4			61	471	62	476
TOTAL	4,634	13,472	792	8,715	2,744	5,584	353	3,226	8,523	30,987
FOREIGN GRANTEES										
ARA	1,745	8,592	61	529	1,436	2,940	509	3,712	3,751	15,782
AF	224	1,915	6	58	39	221	267	1,866	534	4,060
WE	4,844	16,203	632	5,587	2,415	4,503	1,144	8,044	9,036	34,437
EE	41	200	24	153	28	52	79	477	170	882
NEA	1,101	5,121	86	953	351	1,101	325	2,707	1,863	9,882
EA	1,571	5,859	100	1,986	283	1,205	384	3,657	2,338	12,707
TOTAL	9,526	37,991	907	9,266	4,551	10,030	2,708	20,463	17,692	77,750
1952-67 GRAND TOTAL	14,160	51,463	1,699	17,981	7,295	15,614	3,061	23,689	26,215	108,737

TABLE 8

EXPENDITURES BY COUNTRY, UNDER MUTUAL EDUCATIONAL AND CULTURAL EXCHANGE ACT (P.L. 87-256)

DURING FISCAL YEAR 1967

(DOLLARS)

Country	Expenditures
AMERICAN REPUBLICS	
Argentina	558,503
Bolivia	469,192
Brazil	1,357,195
British Honduras	37,724
British West Indies	12,570
Chile	687,762
Colombia	737,954
Costa Rica	103,463
Dominican Republic	208,139
Ecuador	471,723
El Salvador	111,160
Guatemala	205,290
Guyana	81,029
Haiti	71,043
Honduras	195,330
Jamaica	69,793
Martinique	13,627
Mexico	776,980
Nicaragua	120,336
Panama	119,660
Paraguay	122,812
Peru	389,890
Surinam/Curacao	5,508
Trinidad	68,966
Uruguay	241,865
Venezuela	606,733
Regional	436,054
Cultural Presentations	551,205
SUB-TOTAL	8,086,919
WESTERN EUROPE	
Austria	425,033
Belgium/Luxembourg	208,730
Canada	14,140
Denmark	268,090
Finland	515,948
France	1,376,015
Germany	1,607,634
Iceland	69,380
Ireland	157,621
Italy	1,101,249
Malta	28,415
Netherlands	329,656
Norway	297,401
Portugal	140,656
Spain	591,325
Sweden	176,012
Switzerland	70,617
United Kingdom	1,317,380
Regional	270,729
Cultural Presentations	181,845
SUB-TOTAL	9,035,880
EASTERN EUROPE & YUGOSLAVIA	
Bulgaria	69,204
Czechoslovakia	101,707
Hungary	77,614
Poland	298,628
Romania	135,640
U.S.S.R.	340,749
Yugoslavia	51,364
Regional	26,614
Cultural Presentations	161,430
SUB-TOTAL	1,700,690
AFRICA	
Algeria	125,235
Angola	301,649
Botswana	107,140
Burundi	68,404
Cameroon	108,182
Central African Republic	39,275
Chad	22,997
Congo-Kinshasa	181,581
Dahomey	65,650
Ethiopia	157,852
Gabon	33,565
Gambia	19,500
Ghana	182,965
Guinea	1,915
Ivory Coast	86,731
Kenya	213,761
Lesotho	26,905
Liberia	256,245
Libya	56,196
Madagascar	65,191
Malawi	61,331
Mali	26,867
Mauritania	23,507
Mauritius	2,637
Morocco	106,131
Mozambique	204,011
Niger	41,472
Nigeria	189,409
Rhodesia	716,515
Rwanda	64,662
Senegal	55,433
Sierra Leone	73,894
Somalia	101,439
South Africa	614,375
Sudan	97,104
Swaziland	80,881
Tanzania	122,402
Togo	38,891
Tunisia	112,864
Uganda	148,434
Upper Volta	27,160
Zambia	74,673
Regional	58,808
Cultural Presentations	125,510
SUB-TOTAL	6,064,575

Country	Expenditures
NEAR EAST AND SOUTH ASIA	
Aden	43,177
Afghanistan	270,541
Ceylon	376,108
Cyprus	177,613
Greece	526,165
India	1,015,113
Iran	581,137
Iraq	134,615
Israel	247,938
Jordan	79,707
Lebanon	135,028
Nepal	230,780
Pakistan	647,089
Saudi Arabia	12,412
Syria	25,852
Turkey	748,923
U.A.R.	410,657
Yemen	68,533
Regional	640,358
Cultural Presentations	270,310
SUB-TOTAL	7,272,040
EAST ASIA & PACIFIC	
Australia	556,469
Burma	55,482
Cambodia	6,753
China	300,029
Hong Kong	186,996
Indonesia	243,634
Japan	1,044,910
Korea	434,727
Laos	178,247
Malaysia	458,302
New Zealand	150,330
Philippines	394,791
Singapore	66,132
Syst. E.D.	49,322
Thailand	660,298
U.N. Trust Territories	2,916
Viet-Nam	378,344
Regional	295,193
Cultural Presentations	257,787
SUB-TOTAL	6,670,165

TABLE 9

COUNTRIES WITH COST-SHARING AGREEMENTS

(DOLLARS)

Country	Agreement signed		FY 1967 contribution
Australia	August	28, 1964	208,125
Austria	June	25, 1963	142,000
Denmark	February	27, 1963	14,492
France	May	7, 1963	250,000
Germany	November	20, 1962	800,000
Iceland	February	13, 1964	2,329
Israel			10,000
Italy			31,790
Netherlands			27,624
Norway	March	10, 1964	14,000
Sweden	June	28, 1963	14,835
United Kingdom	May	13, 1965	180,000
TOTAL			1,702,095

PERFORMING ARTS GROUPS AND ATHLETIC TEAMS ABROAD

(Sent Overseas in FY 1967)

PROFESSIONAL GROUPS (16)

American Brass Quintet	West Europe
Boston Symphony Players	Russia, West Europe
Cincinnati Symphony Orchestra	East and West Europe, East Asia, Near East and South Asia
Eastman Brass Quintet	Latin America
Iowa String Quartet	East Asia
Pauline Koner-Glenn Mack, Dance-Piano Team.	East Asia
Marion Williams Trio (Folk-Ballad)	Africa, Near East and South Asia
Martha Graham Dance Company	West Europe
Mitchell-Ames-Contreras Dance Team.	Latin America
New York Brass Quintet	East and West Europe
Paul Taylor Dance Company (Modern-Dance).	East Asia, Near East and South Asia
Phoenix Singers (Folk-singers)	East Asia
Randy Weston Jazz Band	Africa, Near East and South Asia
Rapier-Perry Piano-Oboe Team	West Europe
Sacramento Music Theater	Latin America

ACADEMIC GROUPS (4)

Georgia State College Brass Ensemble	Near East and South Asia
Hamline University Choir	Latin America
New England Conservatory Chorus	Russia, Spain
North Texas State Lab Band	Mexico

INDIVIDUAL ARTISTS (11)

Armenta Adams (pianist)	Latin America
Anthony di Bonaventura (pianist).	East and West Europe
William Crofut (folk-singer)	Near East and South Asia
Eric Friedman (violinist)	Venezuela
Noel Lee (pianist)	Belgium
Marjorie Mitchell (pianist)	West Europe, Near East and South Asia
Ann Schein (pianist)	Africa, East and West Europe, Near East and South Asia
Hilde Somer (pianist)	East and West Europe
Leo Smit (pianist-director)	Latin America
Walter Trampler (violist)	Belgium
Fredd Wayne (one-man dramatic sketches).	West Europe

ATHLETIC TEAMS (9)

National Basketball Team	Africa, West Europe
NAIA Basketball Team	East Asia, South Asia
Kentucky Wesleyan University Basketball Team.	Africa
University of Kentucky Basketball Team.	Near East
Professional Basketball Team	Latin America
Student Chess Team	Czechoslovakia
Davis Cup Reserve Team	Africa, East Asia and South Asia
University Summer Games. Basketball Team; Track and Field Team (men and women); Swimming Diving Team (men and women); Gymnast.	Japan
II International Sports Week. Swimming (men and women); Track and Field.	Mexico

APPENDIX B

EDUCATIONAL INSTITUTIONS AND AGENCIES COOPERATING WITH THE EXCHANGE PROGRAM

(Fiscal Year 1967)

The following institutions and agencies, under a grant or grant-in-aid agreement with the Bureau of Educational and Cultural Affairs, or under other direct or indirect arrangements for transfer of Bureau funds, participated in or cooperated in providing services for the exchange program during the fiscal year:

COLLEGES AND UNIVERSITIES

Berea College
*Bluffton College (Ohio)
Boston University
California College of Arts and Crafts
*California State College (Long Beach)
*College of Great Falls (Montana)
Cornell University
DePauw University
Franklin Institute
Georgetown University
Harvard College
*Illinois State University
Iowa State University
Kent State University
Lincoln University
Louisiana Polytechnic Institute
*Madonna College (Michigan)
Michigan State University
North Carolina State University
*Northern Michigan University
Ohio University
*Ohio Wesleyan University
Oregon State University
Princeton University
Rutgers, the State University (of New Jersey)
St. Louis University
San Francisco State College
Santiago State College
*Southern Connecticut State College
Southern Methodist University
Stanford University
State University of New York
Syracuse University
Texas Western College
University of Alabama
University of Arizona
University of California
University of Colorado
University of Connecticut
University of Houston
University of Iowa
University of Kansas (University Theatre)
University of Michigan
University of Minnesota
University of Nebraska
University of Oregon
University of Pennsylvania
University of Pittsburgh
University of Puerto Rico
University of Rochester
University of Southern California
University of Texas
University of Utah
University of Washington
University of Wisconsin
Western Michigan University
West Virginia University
Wisconsin State University

*Institutions participating in a program of affiliation with colleges overseas, sponsored by the American Association of Colleges for Teacher Education under a State Department grant-in-aid agreement.

PRIVATE ORGANIZATIONS AND AGENCIES

African-American Institute
African-American Labor Center
American Association of Colleges for Teacher Education
American Association of Collegiate Registrars and Admissions Officers
American Association for Health, Physical Education and Recreation
American Field Service
American Library Association
Association of American Schools of Law
College Entrance Examination Board
Commonwealth Service Corps
Cosmopolitan International
Council of International Programs
Council on Leaders and Specialists
Council on Student Travel
Education and World Affairs
Endowment Association of the University of Kansas
Experiment in International Living
Farmers and World Affairs
Foreign Student Counsellors
Foreign Student Service Council
Governmental Affairs Institute
Governors' Conference
Great Lakes College Association
Indiana University Foundation
Institute of International Education
Institute on Man and Science
Inter-American University Foundation
International Christian Youth Exchange
International Marketing Institute
International Student Service
International Student Service of the National Board of Young Men's Christian Association
International Study Center
Mott Foundation
Museum of Modern Art
National Academy of Sciences
National Association of Foreign Student Affairs
National Social Welfare Assembly
National 4-H Club Foundation
Operations Crossroads Africa
Overseas Education Fund of the League of Women Voters
People-to-People Sports Committee
U.S. Catholic Conference
U.S. National Student's Association
University Religious Conference of Santa Barbara
World University Service
Youth for Understanding

NATIONAL POLICY STATEMENT ON INTERNATIONAL BOOK AND LIBRARY ACTIVITIES

(January 4, 1967)

In his message to Congress of February 2, 1966, the President said, "Education lies at the heart of every nation's hopes and purposes. It must be at the heart of our international relations." Books, by definition, are essential to education and to the achievement of literacy. They are also essential to communication and understanding among the peoples of the world. It is through books that people communicate in the most lasting form their beliefs, aspirations, cultural achievements, and scientific and technical knowledge.

In the United States and other developed countries, where there has been the opportunity for a long time to emphasize education and books, there have been created vast resources of printed materials and other forms of recorded knowledge in all fields of human endeavor. In the United States, a great complex of library systems has emerged, serving ordinary citizens as well as students and scholars. In the developing countries, where more than two-thirds of the world's population live, there is an acute need for the books essential to educational growth and general social progress, and for libraries which can enable these nations more easily to acquire and use the technology of the modern world. The United States Government declares that it is prepared, as a major policy, to give full and vigorous support to a coordinated effort of public and private organizations which will make more available to the developing countries those book and library resources of the United States which these countries need and desire.

The total needs of the developing countries with regard to books cannot be adequately filled by assistance from the outside; nor, under present conditions, can they be filled from local resources. From a long-range point of view, the establishment of viable book publishing and distributing facilities in the developing countries and regions is essential. It shall therefore also be the policy of the United States Government to encourage and support the establishment of such facilities.

The utility of books goes beyond their contribution to material progress. The free and full exchange of ideas, experiences and information, through books, is indispensable to effective communication between people and nations, and has a unique role to play in the enrichment of the human spirit. Recognizing this, the United States Government is further prepared, as a major policy, actively to promote the free flow of books and other forms of recorded knowledge.

The task of filling the world's need for books and of achieving an adequate exchange of books among the nations is immense. No single institution or agency and no single government can hope to accomplish it alone. It is therefore essential that all agencies of Government concerned in any way with international book and library programs assign to these a high priority. It is further essential that they coordinate their book and library efforts with those of other pertinent government agencies and private institutions. Agencies will propose to the President for transmittal to the Congress any requirements for new legislation or special funds to carry out this policy. All agencies of Government, under the direction of the Department of State, should actively seek to cooperate with other governments on a bilateral or multilateral basis in the achievement of these objectives.

The Assistant Secretary of State for Educational and Cultural Affairs has the responsibility for coordinating United States Government efforts in this field.

APPENDIX D

EXCHANGE-VISITOR PROGRAMS DESIGNATED

DESIGNATION OF PROGRAMS

The Bureau of Educational and Cultural Affairs each year designates U.S. organizations and agencies which may carry out programs for exchange visitors (holders of "J" visas). Any reputable U.S. organization or agency, or recognized international organization or agency having U.S. membership and offices, which is interested in sponsoring an Exchange-Visitor Program in accordance with the Mutual Educational and Cultural Exchange Act, may apply to the Secretary of State for designation of an Exchange-Visitor Program under its sponsorship. Foreign applicants for "J" visas must present to American consuls abroad a form from the sponsor indicating that the organization awarding the grant or scholarship has been officially so designated.

	Private	Government	Total
Programs Currently Active	2,300	95	2,395
Programs Designated in FY 1967	166	15	181
Programs Cancelled in FY 1967	290	11	301

REQUESTS FROM EXCHANGE VISITORS ("J" VISA HOLDERS) FOR EXTENSIONS OF STAY

Number of Requests	799	
Favorably Recommended to Immigration and Naturalization Service (INS)		413
Negatively Recommended to INS		386

WAIVERS OF 2-YEAR FOREIGN RESIDENCE REQUIREMENT

During 1967 the Bureau of Educational and Cultural Affairs acted on 1,420 applications, received from U.S. Government agencies, for waivers of the two-year foreign residence requirement for exchange visitors. These applications included 319 additional requests in behalf of the exchange visitors' dependents.

	Received	Recommended favorably	Recommended negatively
Request for Waivers for Principal Exchange Visitors	1,420	1,409	11
Requests for Waivers for Dependents of Exchange Visitors	319	314	5

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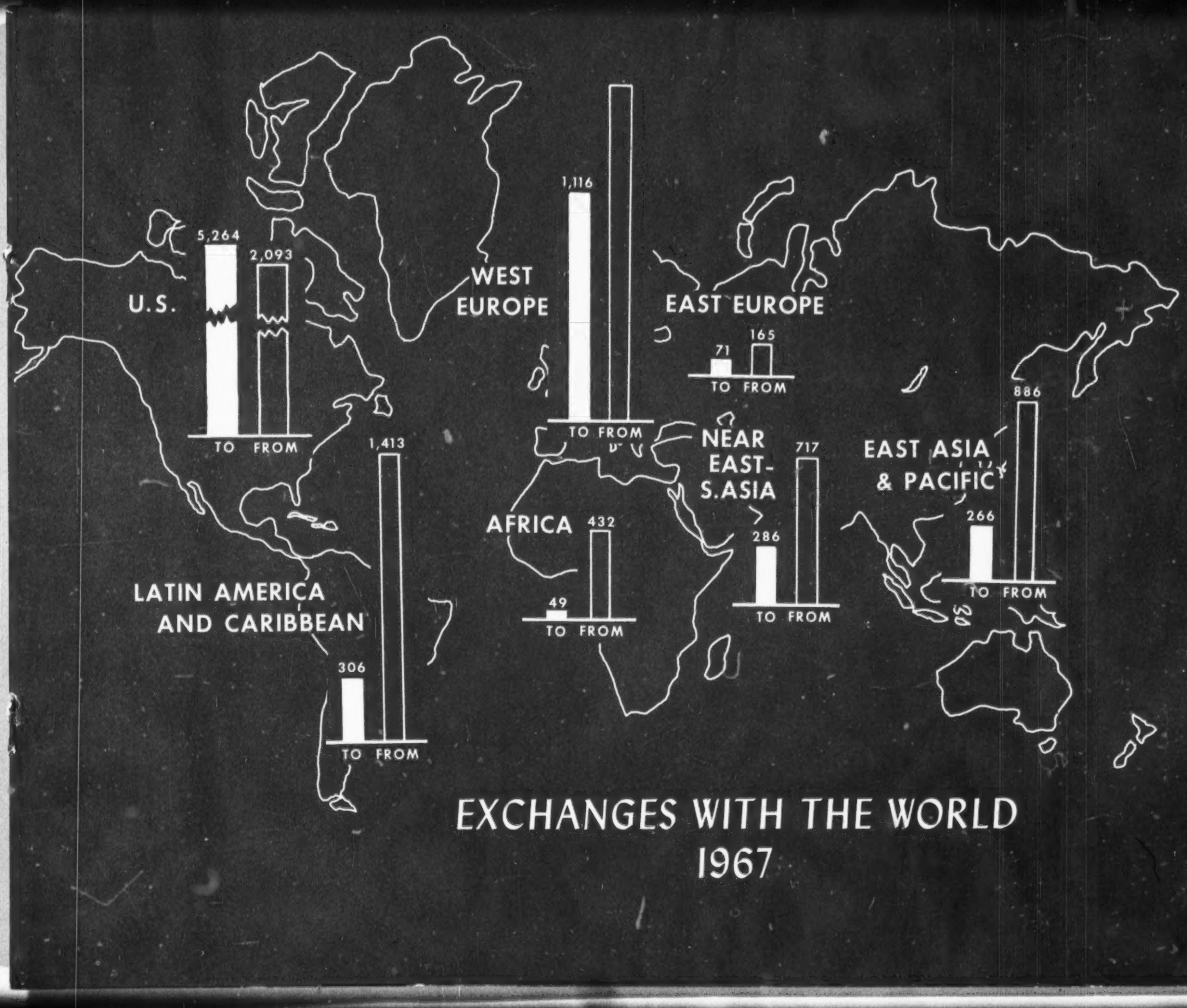
Washington, D.C. 20... Price 40¢



EXCHANGES WITH THE WORLD
1967

INTERNATIONAL EXCHANGE

1967